DOCUMENT RESUME

ED 129 973 CE 007 520

AUTHOR Kilwein, Roger; And Others
TITLE Business, Office, and Distributive Education for North Dakota Secondary Schools.
INSTITUTION North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE 72
NOTE 256p.

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS *Business Education; *Course Descriptions; *Course Objectives; Curriculum Guides; *Distributive Education; *Learning Activities; *Office Occupations Education; Secondary Education; State Curriculum Guides; Teaching Guides; Vocational Education
IDENTIFIERS North Dakota

ABSTRACT

This curriculum guide has been prepared to help teachers and school administrators in planning an adequate program in the business, office, and distributive education area. It also provides, for students and teachers, a new guide and outline of necessary groups of disciplines in their areas of interest. Information, methods, and techniques are suggested that may be helpful in providing the education needed for the world of work. The first four units contain the major content: (1) Introduction to Business and Office Education, which includes philosophy, vocational function, the role of business education in career education, business and office occupational clusters, and other information; (2) Developing Business and Office Education Programs, which includes requirements for vocational office education programs, policies and procedures for developing programs, and business, office and distributive education teacher qualification requirements; (3) Course Areas, which gives total course descriptions for 19 business and office education courses; and (4) Marketing and Distributive Occupations, which includes a philosophy, objectives, training plans, course descriptions for Distributive Education I, II, III, and IV (along with course subdivisions), and other information. Units 5 and 6 contain a list of publishers and educational services companies, and a bibliography. (WL)

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ED129973

BUSINESS, OFFICE, AND DISTRIBUTIVE EDUCATION FOR NORTH DAKOTA SECONDARY SCHOOLS

M. F. PETERSON

Superintendent of Public Instruction

Bismarck, North Dakota 58501

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Message from the Superintendent of Public Instruction

The statutes of North Dakota provide that the Superintendent of Public Instruction shall have charge and supervision of the preparation of courses of study for the several classes and in the various fields of the public schools. (Non-public schools which are or desire to be accredited and classified on a basis comparable to that of the public schools must follow these courses of study.) We, in accordance with the law, develop these study guides and from time to time revise and rewrite them according to current needs and trends.

For some time business education teachers and students have been handicapped in not having a current study guide in the business field. This course of study in business education will furnish schools, teachers, and students with a new and fresh guide and outline of one of the most necessary and used groups of disciplines as there are in life.

We are indebted to all the people who worked so diligently and earnestly in its compilation and completion. Their names appear under Acknowledgments in this publication. This bulletin represents the joint efforts of the State Board for Vocational Education and the Department of Public Instruction.

We trust that this publication will serve as an inspiration and help for teachers and students in the field of public education.

M. F. PETERSON
Superintendent of Public Instruction

Message from the State Director of Vocational Education

The State Board for Vocational Education is pleased in this joint effort with the Department of Public Instruction to provide a curriculum guide for Business, Office and Distributive Education for North Dakota Secondary Schools.

The purpose of this guide is to suggest information, methods, and techniques that may be helpful in providing the education needed for the world of work. It is not an attempt to prescribe a given program of instruction.

The secondary schools in North Dakota have an especially important role to fulfill as we know that approximately 80 percent of the jobs in our Nation today require less than a baccalaureate degree. It is therefor imperative that all educational programs meet the needs of all students at this level.

It is my hope that this guide is of help to the teachers and school administrators in planning an adequate program in Business, Office and Distributive Education for North Dakota secondary students.

Carrol Burchinal
State Director of Vocational Education
State Board for Vocational Education

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BUSINESS EDUCATION

PHILOSOPHY

In 1961 a national committee of experienced business educators gave this definition of business education: That area of the educational process which concerns itself with vocational preparation for a business career or vocational and professional preparation for a career teaching business, and also with business information important for every citizen and consumer in order that he may better understand and use his business and economic surroundings. *

From this definition it immediately appears that business education serves two purposes: (1) vocational preparation and (2) general business information of personal value to all citizens and consumers.

VOCATIONAL FUNCTION

Business Education was originally vocational in nature, and vocational preparation continues to be a prime goal of business education today. This objective is achieved to varying degrees through preparing young people as bookkeepers, typists, stenographers, secretaries, clerical workers, mimeographers, receptionists and for similar types of employment in offices and stores.

It is deemed the vocational phase of business education is directed toward acquiring skills, knowledges, abilities, and attitudes important in securing and serving "beginning" jobs in business. Yet through the business education program attention is also given to those factors which seem most likely to encourage, prepare and motivate the learner for later assumption of greater responsibilities.

GENERAL EDUCATION FUNCTION OF BUSINESS EDUCATION

A basic purpose of business education is to provide business information and abilities which may be considered general education, needed by every citizen and consumer. Since everyone is a consumer of goods and services provided by a business economy, it is important that everyone have a good understanding of the business world upon which he depends. Business education commonly contributes to four areas of general education: consumer information, business and economic understanding for intelligent citizenship and common business skills for personal use.

GENERAL OBJECTIVES OF BUSINESS EDUCATION

The business education offerings are aimed at achieving one or more of eight common objectives. These objectives, are to be found in many business education handbooks issued by the various state departments of public education and are often specifically set forth in business education courses of study. Seldom would any one individual business subject contribute substantially to all eight objectives, yet each subject may well contribute toward the achievement of several. A review of these major objectives of business education helps to give an understanding of the place of business education in the high school program.

The vocational objective of business education is a distinct educational discipline or separate department. It specifically prepares the student for employment in clerical, stenographic, secretarial, bookkeeping, and other office

*
Business Education Terms Defined, printed by Delta Pi Epsilon, national honorary graduate fraternity in business education, 1961.

jobs. In some cases the offerings provide merely a minimum preparation for securing beginning employment while in other cases the student is given a rather thorough preparation for greater responsibilities and managerial positions.

The exploratory objective provides the opportunity for students to gain important guidance information about potential careers in the business world, and perhaps actually to try out certain phases of real business work.

The occupational intelligence objective recognizes that all citizens should have an intelligent understanding of the various areas of work in which they and their fellow citizens earn a living. Business education aids in achieving this objective through instruction of General Business and Business Principles.

The economic understanding objective is closely related to the occupational intelligence objective, yet has much broader implications for society. The statement often is made that most Americans, and especially American youth, are relatively illiterate economically. But this statement is hardly true as it applies to practical aspects of the American business economy as understood by young people who have studied various business courses: economic understanding has become one of the major valid objectives recognized for business education.

The consumer education objective is one peculiarly suited to business education. Nearly all consumption is tied to and dependent upon the business economy. At the same time most business definitely is tied to and exists for the benefit of the consumer. Thus, consumers and businesses have a common interest, with each being dependent upon the other. The successful business tends to be successful because it serves the consumer well. Thus, those who aspire to careers in business must understand the consumer viewpoint, and how best to serve the consumer, and since the consumer must make discriminating use of services provided by business, it is sensible to turn to the business education profession for any formal study of the knowledge needed.

The personal use objective, like the consumer education and economic understanding objectives, is applicable to the needs of all youth not just to those who wish to prepare for careers in business. The ability to operate the typewriter and to keep simple but intelligent and effective records is of use to all or nearly all people in their personal affairs. Various business courses are designed to prepare students for proper execution of their personal business affairs. Probably typewriting is the one subject most universally recognized as having high personal value.

The semi-vocational objective recognizes that many people who may not wish to use a particular business skill or knowledge as a major or full-time means of earning a livelihood may nevertheless be enabled to progress in their chosen professions or occupations through the use of certain business skills. Quite often the reporter, the psychiatrist, the statesman, the research scientist, or the novelist learns shorthand or typing purely for the purpose of achieving greater effectiveness in his own profession. Business English, business writing, salesmanship, and many other business courses have special value to people in many occupations which are not considered to be business vocations. The business educator specifically recognizes this semi-vocational objective as one of those to be achieved through business education courses.

The college preparation objective is one whereby the high school has an obligation to give college-bound youth some background preparation in and knowledge of that which is to become their major endeavor as college students. It is probable that the skill areas within the field of business education provide for the development of tools whereby probable college students may be better prepared to cope with demands required of them in seeking their education.

THIS WE BELIEVE ABOUT BUSINESS EDUCATION IN THE SECONDARY SCHOOL*

Major statements of the purposes of education in America have identified a need for business education. Business education achieves its goals through—

Specialized instruction to prepare students for careers in business.

Fundamental instruction to help students assume their economic roles as consumers, workers, and citizens.

Background instruction to help students in preparing for professional careers requiring advanced study.

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

WE BELIEVE THAT

. . .Business education is an effective program of occupational instruction for secondary students desiring careers in business.
. . .Business education has an important contribution to make to the economic literacy of all secondary school students.
. . .Business education is desirable for students who plan programs requiring post-secondary and higher education in the field of business.

Program Development - Careers in Business

The occupational program should be related to the needs of business. Therefore, the business curriculum must be flexible and sensitive to changes in business.

WE BELIEVE THAT

. . .Every secondary school should provide opportunities for students to prepare for careers in business.
. . .The time devoted to preparation for business occupations should depend upon the student's abilities, interests, and personal qualities.
. . .The sequence of learning experiences should be planned so that the student will achieve his highest occupational competency upon completion of his program.
. . .Instructional equipment and facilities should be comparable to those found in the businesses where students are likely to be employed.
. . .In-school laboratories that simulate business conditions can be an effective means of providing business education.
. . .On-the-job experience through cooperative education can be an additional effective means of providing business education.
. . .An advisory committee should be involved in planning programs leading to employment in business.
. . .Certificates of occupational proficiency should be awarded to students who develop employable competencies. Proficiency certificates should be recognized as evidences of competency by employers or employment agencies.
. . .Every secondary school should have a youth organization for business students.

*
A statement by the Policies Commission for Business and Economic Education, taken from the Delta Pi Epsilon News, Fall, 1970.

Roles as Consumers, Workers and Citizens

The consumers, workers, and citizens should know how to interpret economic issues which affect them and how to manage their economic affairs efficiently.

WE BELIEVE THAT

. . .Opportunities must be provided for secondary school students to develop an understanding of how our business system operates.
. . .Programs that develop economic understanding should be planned cooperatively with other departments of the school that are concerned with economic education.
. . .Any requirements relating to the development of personal and social economic competencies should be reciprocally recognized by the respective departments of the school.

Guidance

The diversity and comprehensiveness of the business program requires that guidance services be available to all students.

WE BELIEVE THAT

. . .Occupational information and assistance in interpreting that information should be available to all students.
. . .Every student should be assisted in establishing an awareness of his own interests and capabilities so that he may plan his career.
. . .The secondary schools have a direct responsibility to provide occupational counseling, placement, and follow-up of students enrolled in the business programs.

THE ROLE OF BUSINESS EDUCATION IN CARE CAREER EDUCATION

Business educators cannot hide behind a facade of educational objectives that are not supported by responsible action. Taxpayers, parents, and students are demanding more from education. They want results. They are not content with last year's promises and last year's successes. They demand, "What can you do for us now?" Educators are being held accountable.

Business education personnel need to be increasingly sensitive to their responsibility to bring individuals to a specified level of competency in the shortest time possible. They need to re-think the role of business education in education programs. They must recognize those changes which are developing in society, seek to understand the forces behind them, predict the consequences of those changes, and either adjust to them or find ways to modify them.

Program Criterria

The criteria used in evaluating business education programs can serve as standards for program development. One important criterion is the number of persons served. About 75 per cent of all students need training for employment requiring less than a baccalaureate degree. Therefore, a wide range of programs must be provided to serve all types of students: the student dropout, the disadvantaged student, the handicapped student who has goals identified with technical training. Also needed are programs for adults who want to learn new skills or upgrade their present skills.

A second criterion concerns the relevancy of the occupations for which training is provided. Present and projected labor market needs, rather than available equipment and available teacher expertise within the local educational system, should justify the existence of programs.

A third criterion involves the nature of the educational experience. What is taught must be directed toward employment. Course content, work experiences, and ancillary activities should develop the competencies employers seek. Business and industry can advise business educators on their needs.

Provision of educational experiences that meet the needs of the individual is a fourth criterion. Consideration must be given to the skills, knowledge, and attitudes of each individual when he enrolls in a program. He should then be provided with the experiences he needs to develop his potential.

A fifth criterion is the application of innovative ideas which have been developed through research. The results of research are often lost because they are not disseminated. But even when those results are disseminated, they are often lost because too many educators lack the time and knowledge to effectively plan for change, and many avoid change because of insecurity.

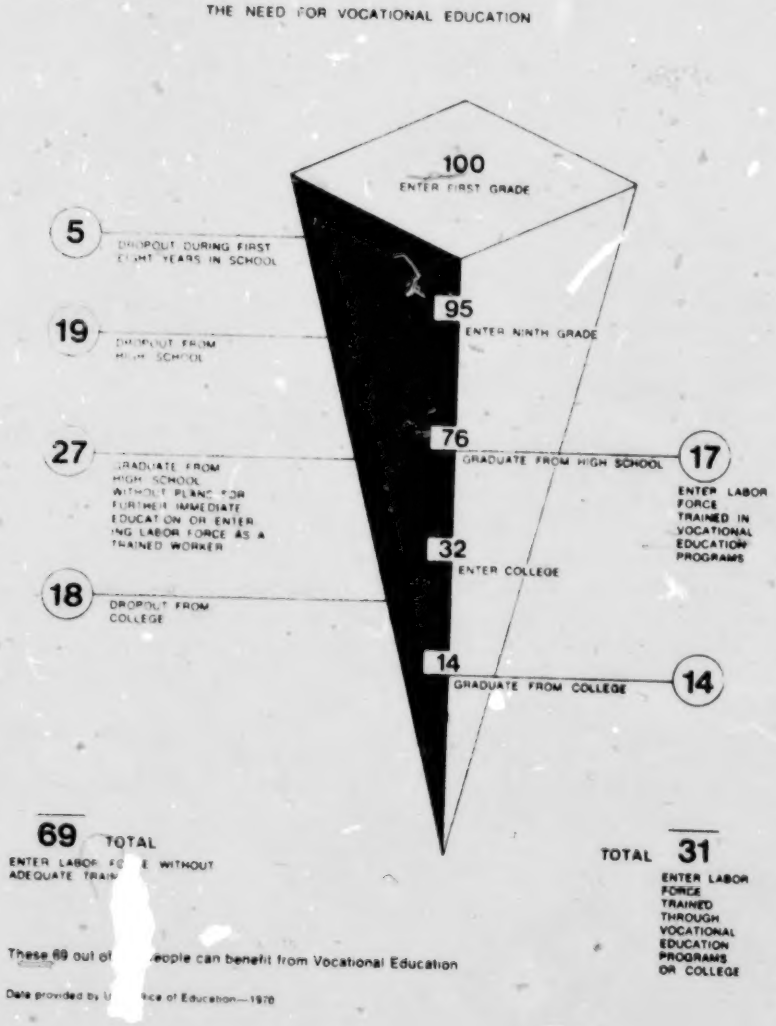
Articulation of educational experiences is another important criterion. Greater coordination is needed, starting at the elementary level and continuing through the secondary, post-secondary, and adult levels. An overall program of career education includes occupational information, orientation, and experiences. One segment of the program serves as a springboard for the next segment. Articulation of program is the responsibility of local education agencies.

A realistic program of evaluation is based on the placement and performance of former students. This process requires feedback from employers on the strengths and weaknesses of the products of career education programs, and it requires feedback from former students on their satisfactions and their unmet needs.

The Role of All Educators

Education for employment is the role of business education personnel. However, it is also the role of all educators. The academic educator can utilize the occupational goals of students in teaching the 3 R's, the fine arts, and the sciences. Working together, all educators mold the finished product and help shape the future of society.

The need for vocational education can easily be seen from the information given in the chart below.*



*Pages 10, 11 and 12 reprinted with permission from Business Education for the Seventies, Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972.

Developed by: USOE/DVTE
4/6/71

Cluster For
BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds What Are the Occupations?

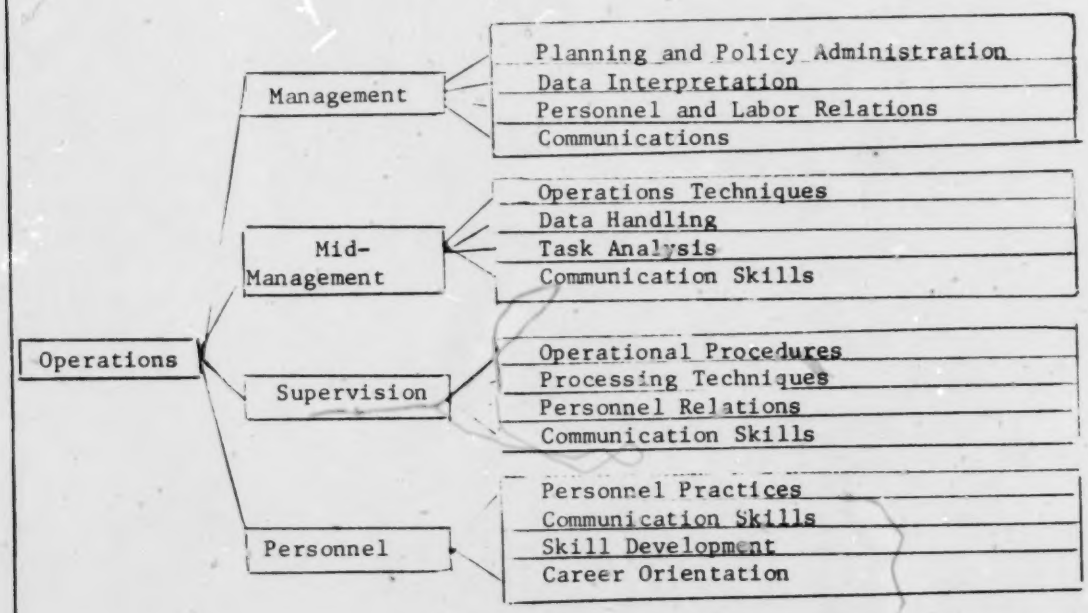
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For

BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

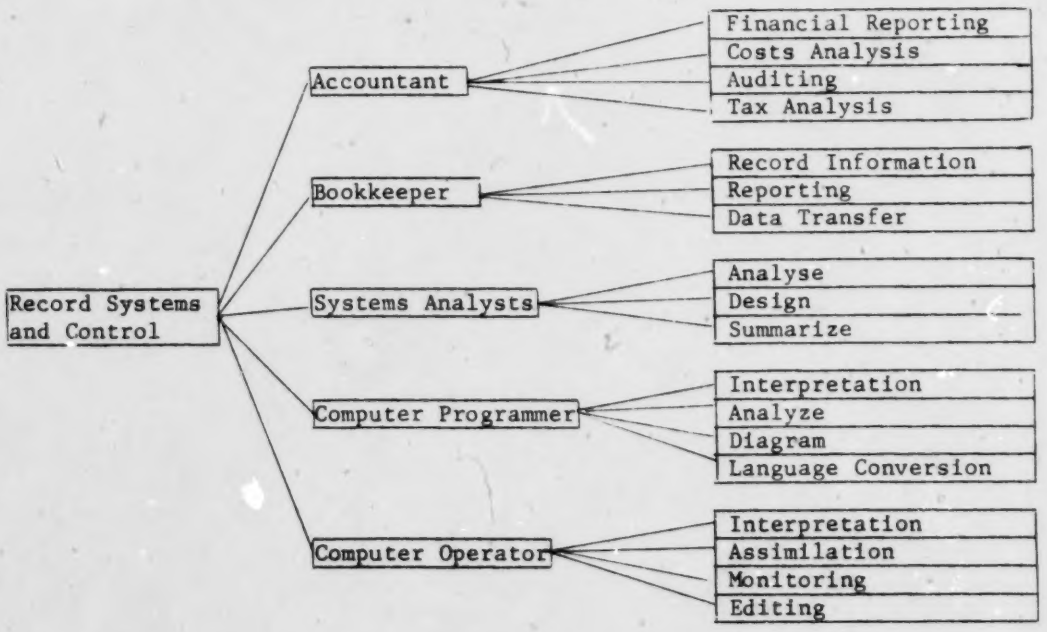
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For

BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

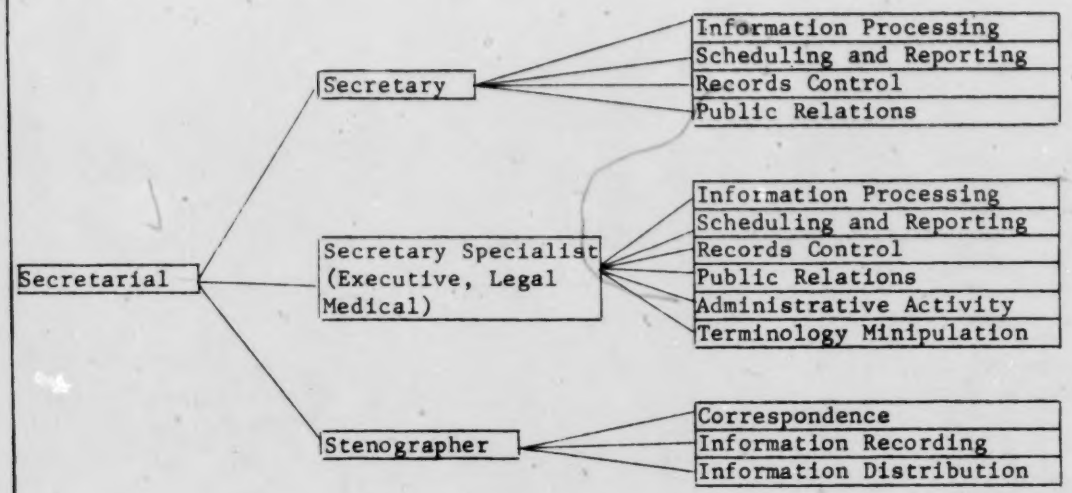
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For

BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

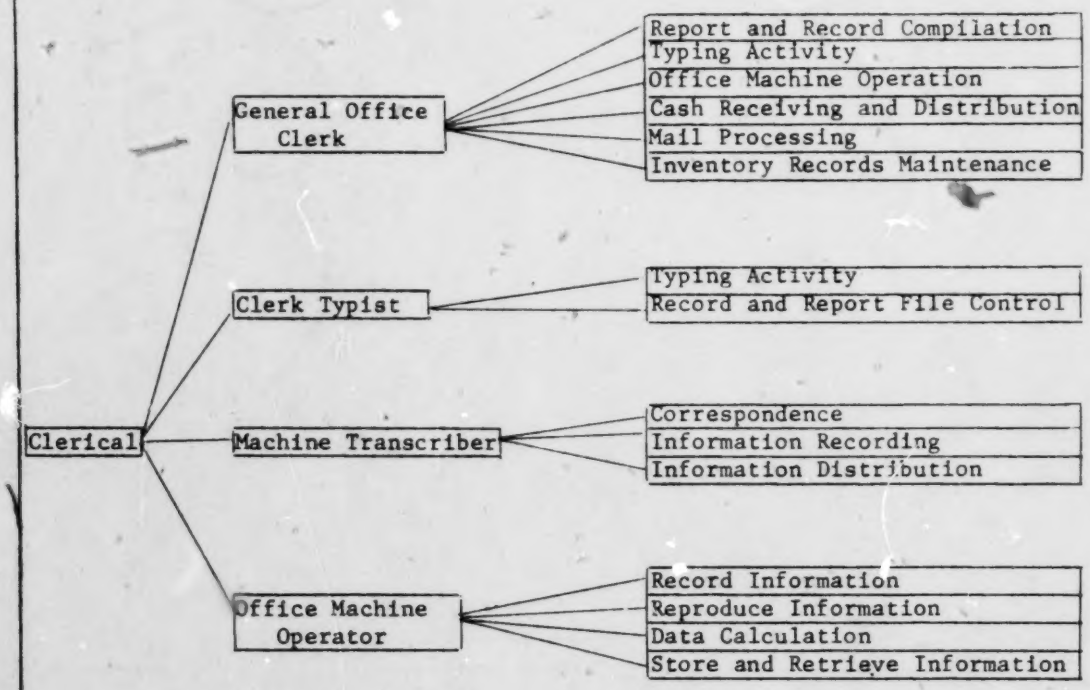
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For

BUSINESS AND OFFICE OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
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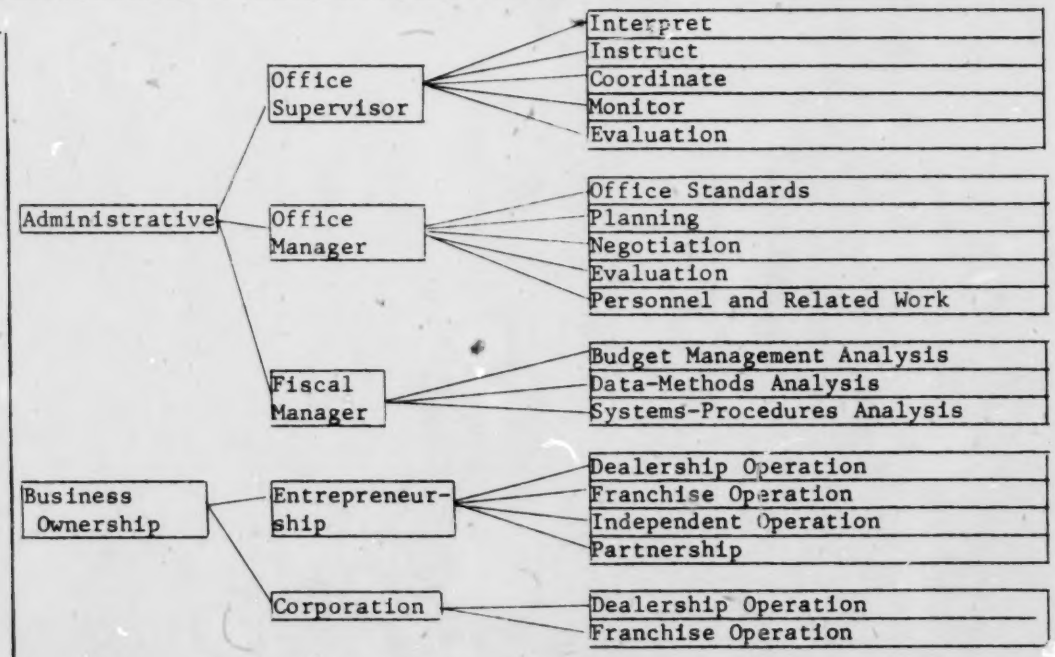


Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

TAXONOMY OF OFFICE OCCUPATIONS

Instructional Code Numbers for Office Occupations -- 14.0000

14.01 Accounting and Computing Occupations

14.02 Business Data Procession System Occupations

14.03 Filing, Office Machines Occupations

14.04 Information Communications Occupations

14.05 Materials Support Occupations

14.06 Personnel Training and Related Occupations

14.07 Steno, Secretarial and Related Occupations

14.08 Supervisory and Administrative Management Occupations

14.09 Typing and Related Occupations

14.99 Other

The taxonomy of office occupations is the body of subject matter or combinations of courses and practical experience, organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected office occupations. In the instructional process substantive content frequently is comprised of subject matter drawn from other subject matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function* of the office. Included is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Under this heading are the items of information which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed.

14.0000 **Office Occupations**

0100 Accounting and Computing — Planned learning experiences which include

* "Facilitating function," as used in Office Occupations Education, refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization.

a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Junior Accountants, Bookkeepers, Cashiers, Machine Operators, Tellers, and Other Accounting and Computing Occupations.

0200 Business Data Processing Systems -- Planned learning experiences which include a combination of courses and practical experiences concerned with business data processing systems and operations. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Computer and Console Operators, Peripheral Equipment Operators, Programmers, Systems Analysis, and Other Business Data Processing Systems Occupations.

0300 Filing, Office Machines, and General Office Clerical -- Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting, filing, correspondence, records, and other data. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the Dictionary of Occupational Titles), such as Duplicating Machine Operators, File Clerks, General Office Clerks, and Other Filing, Office Machines, and General Office Clerical Occupations.

0400 Information Communication -- Learning experiences which include a combination of courses and practical experiences concerned with the distribution of information, e.g., by mail, telephone, telegraph, and in person. Career objectives are identified with a variety of occupational groups, (as indicated in the Dictionary of Occupational Titles), and specialization such as Communication Systems Clerks and Operators, Correspondence Clerks, Mail and Postal Clerks, Mail-preparing and Mail-handling Machine Operators, Messengers and Office Boys and Girls, Receptionists and Information Clerks, and Other Information Communication Occupations.

0500 Materials Support Occupations: Transporting, Storing, and Recording-Planned learning experiences which include a combination of courses and practical experiences concerned with (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in use; (2) assigning locations and space to items, including verification of quality, identification, condition and value; (3) the physical handling of items, including binning, picking, stacking, and counting; (4) preparing or committing stocks for shipment; (5) inventorying stock; (6) replenishing depleted items; and (7) filling orders, and issuing tools, equipment, or materials to workers. Career objectives are identified with a variety of occupational groups and specializations, (as indicated in the Dictionary of Occupational Titles), such as Planning and Production Clerks, Shipping and Receiving Clerks, Stock and Inventory Clerks, Traffic, Rate, and Transportation Clerks, and Other Transporting, Storing, and Recording Occupations.

0600 Personnel, Training, and Related -- Planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conducting clerical work and management and operations of organizations. Career objectives are identified with a variety of occupational groups and specialization (as indicated in the Dictionary of Occupational Titles), such as Educational and Training Assistants, Interviewers and Tests Technicians, Personnel Assistants, and Other Personnel, Training, and Related Occupations.

0700 Stenographic, Secretarial, and Related -- Planned learning activities which include a combination of courses and practical experiences concerned with making, classifying, and filing records, including written communications. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Executive Administrative Secretary, Secretaries, Stenographers, and other Stenographic, Secretarial, and Related Occupations.

0800 Supervisory and Administrative Management -- Learning activities and experiences concerned with a variety of responsibilities such as (1) studying policies, organizational structures, and administrative practices of such organizations as governmental units, industrial firms, and nonprofit groups; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending changes in policy, organization, and administration to line management; (4) consolidating the budget estimates and preparing financial reports for consideration and action by upper echelons of management; and (5) supervising and coordinating activities, determining work procedures, and assigning duties. (D.O.T. No.___)

0900 Typing and Related -- Planned learning activities which include a combination of courses and practical experiences concerned with recording data, supervising and administering typing staffs and typing, and managing offices. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Clerk Typists, Key Punch and Coding Equipment Operators, Typists, and Other Typing and Related Occupations.

1000 Miscellaneous Office (Specify) -- Planned learning experiences (not elsewhere classified) which include a combination of courses and practical experiences concerned with the facilitating functions, e.g., public contact such as registering hotel and motel guests, examining claims and records, and collecting and tracing accounts. Career objectives are identified with a variety of occupational groups and specialization, (as indicated in the Dictionary of Occupational Titles), such as Collectors, Hotel Clerks, Clerical Technicians, Credit Clerks, and other occupations and areas of specialization concerned with office occupations not listed or classifiable in the above categories, including emerging office occupations not classifiable in the above categories. (list D.O.T. Nos.)

9900 Other, NEC (Specify)

ACCOUNTABILITY: EDUCATING STUDENTS FOR BUSINESS AS IT NOW EXISTS

Just as changes in industry are inevitable as forced by new methods, new products, new materials, research, and automation, changes within the educational philosophies are brought about by new media, new methods, new objectives, new student attitudes, and legislative budget controls. It is currently fashionable, for example, for the general public to be suspicious of organized and institutionalized education. A concept is developing which links money spent with value received in education. Should not some person or persons be responsible or accountable for this investment?

Business educators possess no immunity to this charge. In fact, there would be few true professional business educators who would deny the general premise that they are more accountable for their performance in the classroom than most other teachers. Any reliable accountability system must include some identification of the students' success following graduation. This identification seems more apparent with business majors than general education majors; however, measuring teacher influences is a most complex and comprehensive endeavor. The concentrated educational speciality of business teachers includes the total talents in teaching for maximum occupational intelligence, expertness of skills, and a comprehensive appreciation of economics.

The rationale of business education accountability is thus supported by the role of the teacher in education students for business as it is now.

To Whom Are Business Educators Accountable?

A multitude of accountable factors are accepted by every business teacher. The business teacher is accountable for his contributions to the total educational outcome. His classroom competence must be synchronized with the total interrelationship of all instructional influences. He must seek valid and reliable evidence to substantiate good teaching. This evidence might be secured through follow-up studies, visits to businesses employing graduates, evaluative conferences with other teachers and supervisors, and analysis of grades. A genuine desire to improve classroom performance must be evident.

Cardinal to this concept will be the business educator's accountability to himself. Let each business educator resolve to be the most magnificent teacher possible, limited only by his innovative aspirations. He must develop and accept a philosophy of partnership with the business world, staying constantly informed of current research and aware of new business procedures and trends. He must then make an intelligent interpretation of these business trends for the effective transfer to the student.

Accountable teaching involves so much more than mere acceptance of the responsibility for certain standardized grades earned in some isolated course. This accountability should be expanded to include the motivation for each student to be:

1. Flexible enough to adapt to change.
2. Congenial enough to listen to new and different ideas.
3. Ambitious enough to try a different procedure.
4. Intelligent enough to be well mannered.

5. Patient enough to try again when the first attempt fails.
6. Polite enough to help a co-worker in need.
7. Courteous enough to recognize confidential information.
8. Proud enough to appreciate good grooming.
9. Mature enough to accept criticism.
10. Sensible enough to use good judgment.
11. Loyal enough to work overtime.
12. Optimistic enough to smile.

Guides for Accountable Teaching of Basic Business and Economic Understanding

Primary to any successful basic business or economic education course is the teacher's acceptance of clearly defined objectives for that course. These objectives must be relevant to the modern economic philosophies and, moreover, must touch upon the business trends of tomorrow. Sincere acceptance of these defined objectives can be the only hope of developing new student understanding and appreciation of economic freedoms, living standards, and the answers to how the world of business functions. Through these course objectives, the teacher can build intelligent student reaction to conflicting opinions within business and model a student's conception of economic responsibility. The teacher is accountable for developing in his students the realization that they are an integral part of the total economic system rather than mere bystanders.

Graduate follow-up studies may well serve as one reliable guideline in the establishment of improved course objectives. Direct questions can determine the economic concepts necessary for success in a graduate's everyday living.

A wide variety of teaching methods which are suitable to basic business and economic courses are available. Deliberate experimentation of various teaching methods which best accomplish the objectives should be a prime concern. The learning results of class excursions, guest speakers, student committees, scrapbooks, supervised laboratories, audiovisual aids, library assignments and student buzz sessions should be validated.

Guides for Accountable Teaching in Skills Competency

The teaching of business occupational skills must be geared to present and future business practices. In no other area of business education is this factor more important. One of the most serious problems facing business educators today is keeping abreast of new devices and revised skill requirements. Skill standards based solely on publishers and other teacher's comments are insufficient to support accountable teaching. Classroom occupational skill standards must be designed from the results of careful analysis of specific job requirements. Obviously, there is little disagreement in admitting that business educator competency is the natural and desired result of adequate business experience. Business experience must be periodic to be modern, and must be of the caliber which can substantiate classroom theory to be relevant. Business educators are charged with the responsibility of synchronizing occupational preparation with the rapidly changing technology of this day and time.

The ultimate goal of teaching, even within the occupational skills, is development of the total growth of the student. Too great is the temptation to devote all energies to the building of words per minute, and to overlook an opportunity to teach tact; or to teach transcription talents, and overlook an opportunity to teach the value of integrity.

Summary

The concept of accountability shifts attention to the quality of instruction rather than the traditional emphasis on curricula design. The problematic portion of the accountability theory involves the development of objective criteria to assess teacher performance. Since business educators are directly involved in occupational education, they are well within the target center of accountable classroom performance. A united accountability theory which includes responsibility to the profession, to the student, to the schools, and to the business world in general is most advisable.

A serious consideration of the main implications of accountability and educating students for business can be of favorable consequence. When this consideration brings forth conclusive thoughts for improved teaching, the educator's complacency should become disturbed because he will then question his teaching effectiveness. He will be led to speculate and experiment to discover a better teaching method. He must be compelled to set the standards for which he is held accountable by educating his students for business as it now exists.

CREATIVE CLASSROOM TEACHING IN BUSINESS COURSES

Creative teaching begins with carefully expressed behavioral objectives indicating what the student should know and be able to do at the end of each assignment or unit of study. The differences in the nature of these objectives, the varying backgrounds and learning abilities of the students, and the group instructional environment and media available will determine the learning experiences necessary to achieve the objectives.

Creative classroom teaching becomes a necessity when the instructor accepts the social, cultural and economic background, and the varying learning abilities of his students. Optimum learning across the student continuum can occur only when there is a matching of the different kinds of instructional materials and procedures with the learner. A merger of teacher identification with the student, a thorough knowledge of subject matter, competency in handling various instructional techniques, and pupil effort are necessary if the student is to achieve his potential.

Various perceptions of subject matter held by the instructor provide the basis for varying interpretations which will permit an open channel for the student to discover his own interpretation and to develop it to his fullest capacity. Creative teaching requires flexibility in seeing new relationships or combinations of ideas in the area of instruction as opposed to conformity. Each perception needs to be translated and communication skills are needed. Creativity is expressed when instructional ingenuity is displayed with meaningful materials, techniques, and methods in the classroom. The teacher must be able to develop new instructional materials and become acquainted with current educational methods, technology, research, and experiments.

A continuing evaluation of the results is necessary to revise instructional content, procedures, and programs to achieve instructional objectives.

ENCOURAGEMENT OF YOUTH GROUPS

Business students should be encouraged to join and become active in youth organizations related to occupational choice. Membership serves to reinforce classroom activity, deepen career interests, and broaden career goals. Participation in club activities enables members to develop poise, decision-making powers, responsible attitudes, the ability to speak before groups, and other qualities of leadership. The social activities make it possible for participants to experience social growth.

Future Business Leaders of America (FBLA) is a national organization for students enrolled in business subjects. Distributive Education Clubs of America (DECA) is the national youth organization for students enrolled in distributive education programs and who are preparing for full-time occupations in the fields of marketing, distribution, and management. Both clubs are active in North Dakota secondary schools.

INVOLVEMENT IN PROFESSIONAL ACTIVITIES

Opportunities for the business teacher to profit from and gain stature in his profession are many. For a minimal amount of money, the business teacher may belong to his area, state, regional, national, and international professional organizations. He may attend and participate in their conferences and conventions, and receive monthly, quarterly, and special professional magazines and bulletins. Early in his career development years he will find as a student that special rates are available to him in many business education associations.

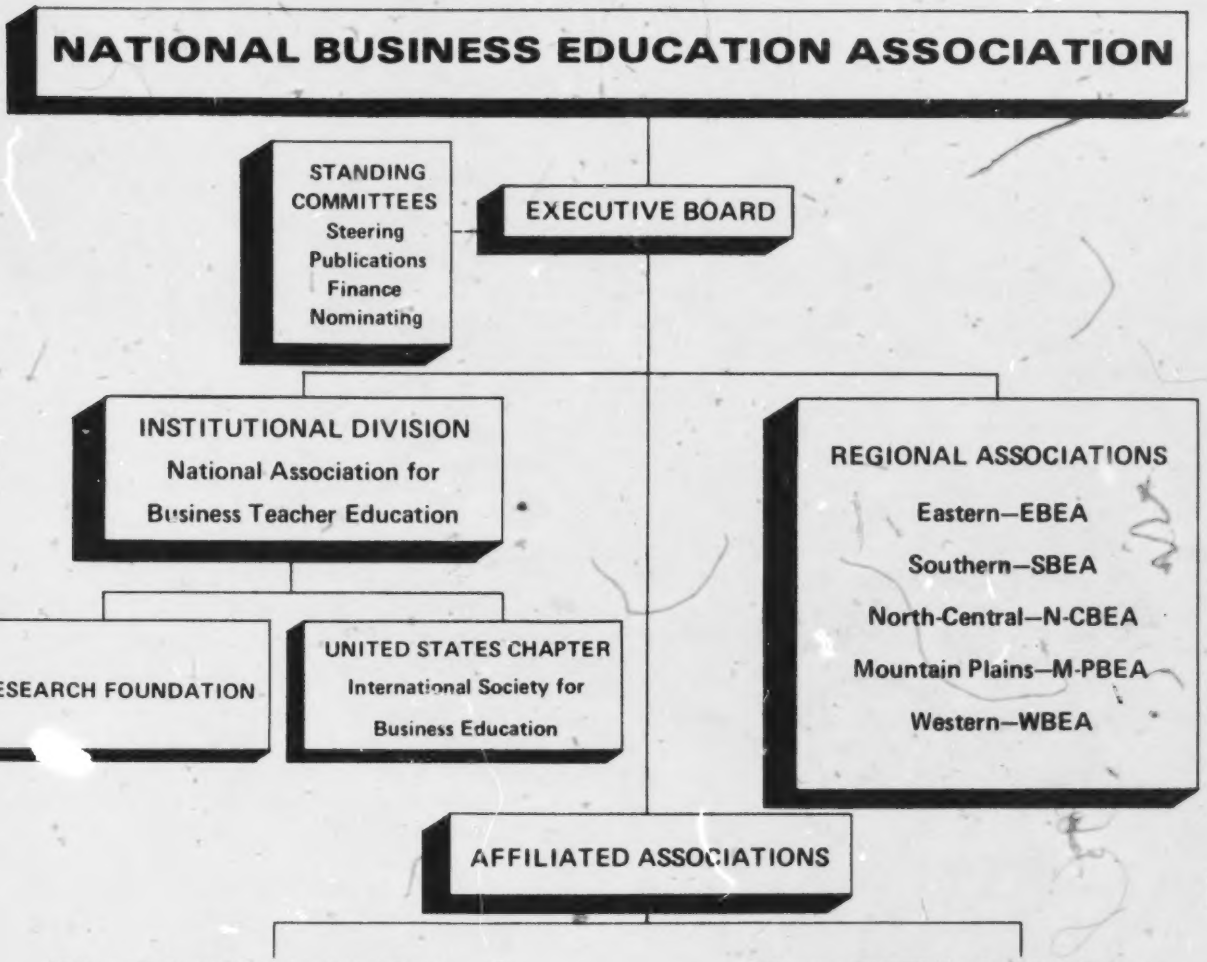
Professional membership alone will not result in achieving professional stature. Keeping abreast of what is new in education will result from systematic reading of professional publications, attending meetings and conventions, and actively participating in discussions, programs, and workshops. Undoubtedly the most personal satisfaction results from accepting leadership and becoming "actively involved" in the decision-making processes of local, regional, or state organizations.

Of equal importance is the fact that active involvement in organizations generates a momentum which pervades all of the teacher's profession-related activities as a student teacher, as an organization member, and even as a student in graduate courses.

Business Education Professional Organization

The following chart taken from the Business Education Forum denotes the organizational structure of national and regional associations for business teachers.*

*
Pages 21, 22, 23 and 24 reprinted with permission from Business Education for the Seventies, Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972.



Alabama Business Education Association
Arizona Business Education Association
Arkansas Business Education Association
California Business Education Association
Catholic Business Education Association-Midwest Unit
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators Association
Delaware Business Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Guam Business Education Association
Hawaii Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana Business Education Association
Iowa Business Education Association
Jamaica Business Teachers Group
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri Business Education Association
Montana Business Teachers Association
Nebraska State Business Education Association
Nevada (Northern) Business Education Association
Nevada (Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Business Education Association
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philippine Secretarial Educators Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Education Association
Virginia Business Education Association
Washington State Business Education Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

EXPERIMENTAL PROJECTS

A. Definition of Experimental Projects

An experimental project shall be regarded as a systematic and controlled teaching activity designed to develop new and improved organizational or instructional procedures. Experimental projects refer to deviations from regular practice which schools may wish to carry out in quest of improvements in education.

B. Approval for Experimental Projects

All projects undertaken by the school which are experimental in nature must be approved by the Department of Public Instruction. The department encourages qualified schools to enter into experimental projects. When the necessary elements of the proposed experiment are within the ability of the school, approval will be granted.

C. General Criteria

1. Capability
2. Length of time for project
3. Preparation of staff
4. Facilities
5. Credit
    a. The scope of the course content must be at least within minimum standards as used in the regular courses.
    b. Regular achievement evaluations through the use of a valid testing program must be carried out by use of:
        1) Standardized tests
        2) Conventional tests
        3) Specialized tests for newer programs
    c. Plan for follow-up studies by comparing pupil performance
        1) In advanced courses
        2) Performance in institutions of higher learning

d. There may be exceptions from established length of course time, if there is sufficient evidence of increased pupil achievement above that normally expected in courses completed in 18 or 36 weeks of time.

e. Allow a pupil to progress to advanced courses on the basis of proven achievement.

f. Credits earned in experimental programs, approved by the department in accredited high schools, are to be accepted by high schools and colleges.

Although direct and immediate leadership in experimental projects should come from the elementary and secondary school principals in whose schools the experimentation will take place, the general overall leadership in experimental projects must be the concern and the responsibility of the superintendent of schools.

D. **Types of Experimental Programs**

1. Variations of class schedule
2. Variations of class size
3. Courses not included in the 1970 planning guide, etc.

E. **General Guidelines**

1. Overview of projects.

a. Brief description of the course to be offered.

b. The number of students and intended grade levels.

c. The number of teachers and their academic preparation.

d. Time-Schedule. (note: yearly approval necessary based upon merit of programs)

e. Amount of credit to be allowed.

f. Evaluation-periodic summarization (of weakness and/or strengths) of project.

g. Course outlines and guides are to accompany courses reported.

REQUIREMENTS FOR VOCATIONAL OFFICE EDUCATION PROGRAMS

Vocational Office Education is a program of study designed to provide students with the necessary skills and knowledges for a career in office occupations. Naturally, a program of study is made up of courses, but no course in and of itself is a program of study. The skills and knowledges atypical to the business and office occupations are learned in reimbursed and nonreimbursed courses. Courses which may be reimburseable through the North Dakota State Board of Vocational Education if they are part of a program of study include: Bookkeeping II, Clerical Office Practice, Data Processing, Filing and Records Management, Office Machines, Secretarial Office Practice, Shorthand I if Shorthand II is offered, Typewriting II and Supervised Cooperative Occupational Experience.

The skills and knowledges learned in a vocational office education program are of limited value unless a student has had meaningful experience in utilizing these skills in an office situation. This experience can be gained through a simulated or model office, but the cooperative work experience program is without a doubt the best method for a student to obtain the necessary experience. Both methods are used in North Dakota secondary schools.

The title of a course alone is not a reliable guide for distinguishing vocational office education instruction from non-vocational business education. A secondary vocational office education program is established around the Office Occupational Code groupings and possesses certain essential characteristics such as:

a. The instruction in the program is directly related to office employment opportunities.

b. An advisory committee is utilized in program development and implementation.

c. There is a specific career objective for each student enrolled in the program.

d. The facilities and equipment used in instruction are comparable to those found in the particular occupation.

e. Instruction of students is provided to develop job entry skills, abilities, understandings, attitudes, work habits and appreciation.

f. There is a vocationally qualified instructor who has had experience in the business office and has take specific courses designed to help him prepare students for the world of work. The specific requirements for vocational office education coordinators are presented in the teacher qualification section of this guide.

g. Follow-up and other research reports are made of students enrolled and those who have been enrolled in vocational office education programs.

Any high school, regardless of size, may submit a program application to the State Board for Vocational Education for consideration. The staff members of the State Board for Vocational Education are very willing to assist in the planning and development of Vocational Office Education Programs.

BUSINESS, OFFICE AND DISTRIBUTIVE EDUCATION

TEACHERS QUALIFICATION REQUIREMENTS

A. Secondary teachers assigned subjects in grades nine through twelve for accreditation must hold a valid North Dakota First Grade Professional Certificate. (Section 15-41-25, North Dakota Century Code.)

B. Teachers must plan a program for continuing formal education.

C. Secondary teachers must be assigned subjects within their major or minor fields of preparation for an accredited classification. (Section 15-41-25, North Dakota Century Code.)

Department of Public Instruction Specific Requirements for Business and Office Education Teachers

Business and Office Education teachers must have completed at least the minimum preparation of 16 semester hours or 24 quarter hours of business education courses in college before they can teach in the Business and Office Education field. In addition, a teacher shall have successfully completed at least one college course (excluding workshops) for each subject assigned. Teachers of General Business will be approved if qualified in the field of Business Education.

Department of Public Instruction Specific Requirements for Distributive Education Teachers

Distributive Education subjects only may be assigned to teachers with at least a minimum preparation of 16 semester hours or 24 quarter hours of Distributive Education course work in college.

State Board for Vocational Education Requirements for Vocational Distributive Education and Office Education Teachers

Stated below is an excerpt from the North Dakota State Plan for Vocational Education stating the requirements for Distributive Education and Office Education Teachers and coordinators in schools operating vocational programs.

1.33-32 Distributive Education

1.33-32-1 Teacher Coordinator - Secondary

1.33.32-11 Duties. Teacher shall plan and carry out a program of instruction which will help students develop competencies needed for the role of an employee of a distributive occupation or contribute to the employability of youths and adults. Part of each program of instruction shall include learning experiences which will help students to become responsible consumers. The distributive education teacher-coordinator shall interview the cooperative students, find job placements for them, arrange interviews with prospective employers, and place them on the job. With the employer, he shall develop a training plan for the students placed. The local teacher-coordinator shall serve as the advisor of the local chapter of Distributive Education Clubs of America.

1.33-32-12 Education. He shall have a bachelor's degree with major or minor emphasis in distributive education, marketing and management, including professional education courses to qualify to teach in secondary schools. Graduate courses may be included with undergraduate work to determine the equivalent of major emphasis in distributive education, marketing and management.

1.33-32-13 Experience. He shall have had gainful employment in one or more of the distributive occupations.

1.33-32-14 Approval. He shall be approved by the State Supervisor of Distributive Education.

1.33-35 Office Education.

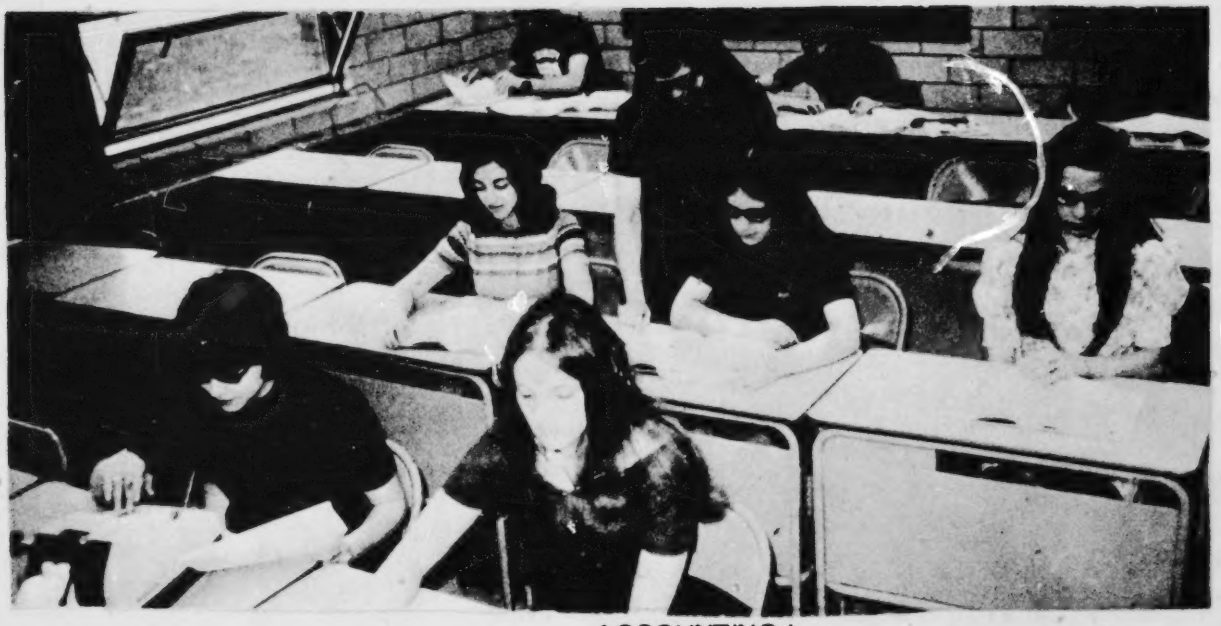
1.33-35-1 Secondary

1.33-35-12 Secondary: Teacher-Coordinator Education and Experience. In all schools operating a reimbursed vocational office education program the teacher-coordinator must have earned a bachelor's degree with a major in business education and hold a valid North Dakota first grade professional teaching certificate. In addition, the teacher-coordinator shall have at least 2,000 hours (1 year) of successful verifiable occupational experience in a business office. The teacher-coordinator shall have completed three professional courses of the following nature: The philosophy of vocational education, coordination of cooperative programs, and organization and administration of cooperative programs. If the instructor has not completed the requirements set forth in this section, requirements must be completed within four years after the beginning of his teaching career in an approved vocational program.

1.33-35-13 Secondary: Instructor Education and Experience. In all schools operating a reimbursed vocational office education program, vocationally reimbursed courses must be taught either by a teacher-coordinator or an instructor who has earned a bachelor's degree with a major in business education and holds a valid North Dakota first grade professional teaching certificate. In addition, instructors shall have completed a course in the nature of philosophy of vocational education and have completed a minimum of 500 hours of successful verifiable occupational experience in a business office. If the instructor has not completed the requirements set forth in this section, requirements must be completed within four years from the beginning of his teaching career in an approved vocational program.

North Central Association of Secondary School's Requirements for Business Teachers

North Dakota Secondary Schools belonging to the North Central Association of Colleges and Secondary Schools have additional requirements for Business Education Teachers. These requirements include such general criterion as a Baccalaureate degree and meeting the legal standards for teachers in North Dakota plus specific General Preparation and Professional Preparation semester hours of college course work. Also, Business Teachers must have a minimum preparation of 24 semester hours in business with at least one college course in each high school subject to which he is assigned.



ACCOUNTING I

(Bookkeeping I)

Course Description

The emphasis of this course is on basic principles, concepts, and procedures of accounting needed by every student to take advantage of opportunities presented by the business world. Also, there is a rapid increase of business using electronic computers and other automated equipment for processing their business data and the accounting student must be prepared to use these newer and better tools for handling business information and records.

Course Objectives

1. To develop the ability to use a systematic method of recording daily transactions of a business.

2. To identify and use common accounting terms which may be utilized in daily business activities.

3. To help students to prepare and interpret financial records.

4. To develop an understanding of the need for systematic records in the management of personal, family, institutional, and commercial business affairs.

5. To develop desirable business attitudes, work habits, and ideals necessary for success in business occupations; such as regular attendance, neatness, wise use of time, follow instructions, accept responsibility, and get along with others.

6. To compare differences in manual and automated procedures in processing accounting data.

7. To develop understandings and skills related to the use of machines in recording financial transactions and the use of machines in the electronic processing of financial data.

8. To acquire a foundation for advanced study in accounting.

9. To recognize the influence of government regulations in keeping financial records.

10. To enable students to use basic principles of income tax.

11. To develop an understanding of social security, insurance, and other payroll deductions.

Course Content

A basic accounting system, recording and posting the opening entry; debit and credit of business transactions affecting ledger accounts, journalizing and posting business transactions, providing the accuracy of posting, a trial balance, six-column worksheet, income statement, balance sheet, closing the ledger, recording the buying of merchandise on account, recording cash payments, recording the sale of merchandise on account, recording cash receipts, recording miscellaneous entries in the general journal, checking accounts and reconciliation of bank statements, eight-column worksheet with adjustments, financial reports for merchandising business, adjusting and closing entries, flowcharting, data processing systems; manual and mechanized, unit records, and electronic computers, the combination journal and the petty cash fund, problems relating to sales and purchases, payroll records, payroll accounts, taxes and reports, fixed assets and depreciation, disposing of fixed assets, bad debts and valuation of accounts receivable, a cash register accounting system, sales tax and other sales and purchase transactions, notes and interest, accrued income and accrued expenses, partnerships, corporations and cooperatives.

Course Credit

One

Course Location

11 - 12

Course Length

One year or 36 weeks for 180 class periods.

North Dakota Secondary Course Code

03050 - I

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	To start an accounting system. -different types of business ownership -opportunities in accounting -common accounting practices -fundamental elements of accounting -the accounting equation -the balance sheet	THE STUDENT SHOULD: Study examples of single proprietorships and corporations. Obtain from a current newspaper advertisement, the title, beginning salary, educational requirements, types of work to be performed, and procedures used by accountants. Make a list of things owned and owed and relate them to the accounting equation. Learn the step-by-step process in making a balance sheet. Prepare a balance sheet from their personal assets and liabilities.
1-2 weeks	To record and post the opening entry and how to use accounts. -the journal entry -steps in recording the opening entry -using accounts -the ledger -posting the opening entry to the ledger	THE STUDENT SHOULD: Understand the relationship of the balance sheet, opening entry, and the ledger. Record, journalize and prove the equality of debits and credits.
1-2 weeks	The debit and credit of business transactions. -nature of account balances -transactions involving assets, liabilities, and owners equity accounts -transactions involving income and expense accounting	THE STUDENT SHOULD: Use the "T" account form for analyzing transactions. Understand the increases and decreases in the various accounts. Work different types of transactions using the basic principles of the accounting cycle.
1-2 weeks	To journalize and post business transactions. -journalizing cash transactions in the general journal	THE STUDENT SHOULD: List rules for journalizing in a general journal and post the transaction to the ledger.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-proving the accuracy of the cash journal entries -ruling the general journal -posting the general columns of the general journal -posting the special columns of the cash journal -proving the accuracy of the cash account and the ledger -finding and correcting errors	Foot several ledger accounts and prepare a trial balance. Explain why a trial balance is used.
1-2 weeks	To work a project which should cover: -making the opening entry -open ledger accounts -journalize and post transactions -prepare a trial balance	THE STUDENT SHOULD: Work in groups or individually. Complete worksheets given only the trial balance columns. Complete a project covering the first four steps of an accounting cycle.
1-2 weeks	To use the six-column worksheet and preparing financial statements from the worksheet. -analyzing the six-column worksheet -steps in preparing the six-column worksheet -determining net income -preparing the income statement from the worksheet -preparing the balance sheet from the worksheet	THE STUDENT SHOULD: Explain the kind of proof that is provided by a trial balance. Give reports on why financial statements are important to management. Analyze the worksheet, balance sheet, and income statement of several different companies.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	To close the ledger and complete the accounting cycle. -closing entries -ruling and balancing accounts -post-closing trial balance -completing the accounting cycle	THE STUDENT SHOULD: Balance and rule a different type of account. Understand how the post-closing trial balance proves the equality of debits and credits and prepares the ledger for the next fiscal period. Be able to demonstrate the relationship between the balance sheet and the post-closing trial balance.
1-2 weeks	The important aspects of banking activities. -opening a checking account -paying by check -reconciling the bank statement and the checkbook -petty cash fund	THE STUDENT SHOULD: Correctly complete a check and check stub. Prepare a bank deposit slip. Develop an understanding that the petty cash fund is a means of making cash payments where checks are not practical.
1-2 weeks	To process cash receipts and cash payments. -system for the control of cash receipts -cash receipts journal -cash payments journal -cash proof	THE STUDENT SHOULD: Prepare a cash payments journal. Prove cash receipt with checks, receipts, and the cash register tape. Understand the necessary materials needed to complete a cash proof from the cash receipts and cash payments journal.
1-2 weeks	To process purchases of merchandise on credit. -system for the control of purchases -the purchases journal -the accounts payable ledger -purchases returns and allowances -making payments to creditors -schedule of accounts payable	THE STUDENT SHOULD: Decide which transactions go into the purchases journals. Understand the detailed steps in posting from the purchases journal to the creditor's accounts in the accounts payable ledger. Understand the reasons for borrowing in order to take advantage of a purchase discount. Compute discount.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Complete small projects on work covering purchases on account and payments on account.
1-2 weeks	Processing sales on credit. -system for the control of sales on credit -sales journal -accounts receivable ledger -sales returns and allowances -receiving payments from customers -recording of taxes on a sale -schedule of accounts receivable	THE STUDENT SHOULD: Understand the saving of time and work by using a special journal for sales. Calculate accounts receivable from cash register tape information. Prepare schedules of accounts receivable. Record sales transactions including sales tax.
1-3 weeks	To prepare income tax returns. -personal returns	THE STUDENT SHOULD: Develop an appreciation for tax computation. Be able to identify different kinds of taxes, various uses of tax revenues, and rank the types of taxes as to degree of fairness with a U. S. Treasury Tax Kit.
2-3 weeks	The adjusting and closing of books for a merchandising business. -eight-column worksheet -making the adjusting entries -preparing the financial statements for a merchandising business -making the closing entries -completing the accounting cycle	THE STUDENT SHOULD: Understand the needs for adjusting entries.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	To complete a practice set for a merchandising business.	THE STUDENT SHOULD: Work the practice set without help from a key.
1 week	To record sales tax and other sales and purchases. -charge sales -cash sales -liability of sales tax -payment of sales tax -sales returns -other systems	THE STUDENT SHOULD: Understand how taxes are levied. Know how to make the necessary accounting entries. Understand the need for entries involving returns. Be able to handle sales tax on returns.
1 week	To record accounts receivable and bad debts. -valuation -estimating bad debts -methods of estimating -making entries for writing off bad debts -reinstating bad debts collected -direct write off method	THE STUDENT SHOULD: Understand the need to keep an expense in the accounting period in which it belongs using the in allowance method. See need for using a system relative to the size of the business. See the need to reinstate bad debts collected.
1 week	To record depreciation and depletion of fixed assets. -purchase of -depreciation and depletion -methods of depreciation -amount of depreciation -allowance account -valuation of -adjustments of depreciation -as shown on financial statements	THE STUDENT SHOULD: Understand the difference between depreciation and depletion. Learn the different methods of depreciation together with the advantages and disadvantages. Analyze fixed assets.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	To record disposing of fixed assets. -gain or loss -discarding of -trading of -as shown on financial statements	THE STUDENT SHOULD: Understand the journal entries necessary for disposition. Be able to list disposing of a fixed asset on the financial statements.
2 weeks	To work a project covering all phases to date.	THE STUDENT SHOULD: Complete a project without the help of teacher's key.
3 days	To record notes and interest. -interest on notes -notes payable -notes receivable -interest income -interest expense -accounting entries -as shown on financial statements	THE STUDENT SHOULD: Be able to calculate interest or notes. Understand advantages and disadvantages of notes. Understand legality of notes.
3 days	To record accrued income and accrued expenses. -accrued income -accrued expense -entries necessary to record -as shown on financial statements	THE STUDENT SHOULD: Understand how to calculate accrues. Understand the necessity of keeping income and expenses in the correct accounting period. Be able to indicate the relation between accrued income and expense to other income and expense accounts.
4-6 weeks	Business data processing fundamentals. -data processing cycle -manual data processing -mechanical data processing -punched-card data processing -common language media	THE STUDENT SHOULD: Visit business firms that use computers for data processing. Understand the importance of data processing to business. Give reports on the different types of data processing. Acquire the basic knowledge needed to understand the functions of data processing equipment.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
3 days	About partnerships. -formation -opening entry -recording salaries and interest to partners -split of profits -as shown on financial statements -necessary adjusting and closing entries	THE STUDENT SHOULD: Understand the partnership agreements and why they may agree to certain terms. Understand the advantages and disadvantages of partnerships. Be able to make entries necessary to peculiarities of partnership accounting. Be able to make adjusting and closing entries.
3 days	About corporations and cooperatives. -formation -accounting entries -new accounts -financial statements -capital statement -distribution of dividends	THE STUDENT SHOULD: Understand advantages and disadvantages of corporations and cooperatives. Make entries for distribution of profits. Understand stocks and be able to read and interpret stock market listings. Understand the difference between market price and book price of stocks. Understand the differences between a single proprietorship, partnership, corporation, and cooperative.
4 weeks	A project involving a comprehensive set with corporation accounting.	THE STUDENT SHOULD: Be able to work the project without the help of "teacher's key."
2 days	About the individual and family. -use of journal -financial statements -income tax data	THE STUDENT SHOULD: Understand accounts peculiar to individual and family accounting.
2 days	About professional accounting. -use of journals -financial statements -income tax information	THE STUDENT SHOULD: Understand accounts peculiar to professional accounting.
2 days	About agricultural accounting.	THE STUDENT SHOULD:

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-cash basis -accrual basis -income tax data	Understand accounts peculiar to accounting for farmers.
	-financial statements	Understand difference, advantages and disadvantages between cash and accrual method.

TEACHING SUGGESTIONS

1. Present the new topic before assigning it to be read.
2. Ask questions skillfully, avoiding "yes" or "no" responses unless "why" follows.
3. Encourage everyone in class to participate each day.
4. Avoid assigning "busy work" and requiring students to work "lockstep."
5. Acquaint students with process of recording transactions by using flow charts.
6. Visual aids should be used throughout the course. The chalkboard and overhead projector can be used daily. Bulletin boards and posters effectively illustrate points. Students' work may be displayed. Timely filmstrips and motion pictures are valuable.
7. The students who complete the basic assignments may, as a special project, set up an accounting system for a typical local business.
8. Field trips, especially to a bank or business with computers, are of great interest. Talks by businessmen about their accounting procedures and local surveys also add to accounting knowledge.
9. One or two practice sets will enhance accounting instruction.
10. Slow students need not complete all problems in each chapter.
11. Above average students should be challenged by additional problems and practice sets.

POSSIBLE BASIC TEXTBOOKS

Boynton, Lewis D., Swanson, Robert M., Carlson, Paul A., Forkner, Hamden L., Century 21 Accounting, First-Year Course, South-Western Publishing Co., 1972.

Freeman, M. Herbert, Hanna, J. Marshall, Kahn, Gilbert, Accounting 10/12, Gregg Division/McGraw-Hill Book Company, 1968.

ACCOUNTING II

(Bookkeeping II)

Course Description

Accounting II provides the student with an opportunity to develop a deeper knowledge of accounting procedures and techniques utilized in solving business problems. This course is definitely vocational in nature. After two years of study, the accounting student should be able to initiate and keep a single entry or double entry set of books. He should have had experience in manual and automated data processing procedures in processing accounting data. He should have had the opportunity to analyze managerial problems using accounting information as a tool.

Course Objectives

The objectives for Accounting II are a continuation and extension of those given for first-year accounting. Any of the advanced high school texts develop suitable topics. Although practice in procedures is important, even greater stress should be given the thought processes of analysis, interpretation, and synthesis.

Course Credit

One

Course Location

11 - 12

Course Length

One year or 36 weeks for 180 class periods

North Dakota Secondary Course Code

03050 - II

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	To review the accounting cycle. -debit and credit of a transaction -analyzing, journalizing, and posting transactions -using different journals and ledgers -the trial balance -work sheet -making adjustments on the worksheet -preparing the income statement and balance sheet -making the adjusting and closing entries -capital statement	THE STUDENT SHOULD: Be able to analyze, journalize, and post most of the transactions of a single proprietorship into a combination journal and other journals. Understand the need for different types of journals in a business. Understand the need for adjustments on the work sheet. Prepare all of the financial papers from the work sheet.
1-2 weeks	Departmental accounting -departmental purchases journal -department purchases returns and allowances -petty cash fund -bank statement -department sales returns and allowances -department cash receipts -department financial statements -statement of gross profit	THE STUDENT SHOULD: Be able to establish and replenish a petty cash fund for a department. Understand the need for financial statements in a department. Be able to prepare the financial statements for a department.
1 week	Payroll Accounting -payroll deductions -time cards -payroll register -employee's earnings record -journalizing the payroll -employer's payroll taxes -reporting and paying payroll tax liability -payroll bank account	THE STUDENT SHOULD: Understand the current trends and employer-employee responsibilities involved in payroll tax deductions. Understand the use of the payroll time cards and payroll register. Be able to calculate the amount for each deduction from an employee's salary. Be able to complete a payroll register.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	Accounting for bad debts -calculating for bad debts by the allowance method and the direct write-off method -adjusting entry for bad debts expense -writing off an uncollectable account -collecting a bad debt	THE STUDENT SHOULD: Understand the reason for using an allowance for bad debts account instead of writing off the bad debts when they become uncollectable. Work problems using each of the methods of calculating the bad debts expense. Know how an uncollectable account affects accounts receivable and profit. Be able to make the entry to adjust bad debts at the end of an accounting period.
1 week	Accounting for depreciation and depletion of fixed assets. -calculate depreciation by the straight line, declining balance, and sum-of-the years digit methods -prepare records of fixed assets -record depreciation -discarding, selling, and trading a fixed asset -depletion of fixed assets	THE STUDENT SHOULD: Understand the causes of depreciation. Correctly calculate depreciation using each method. Be able to find the book value of a fixed asset. Understand why it is important to record depreciation. Be able to make the correct entry to record depreciation expense. Be able to calculate the gain or loss on the disposal of a fixed asset. Know which fixed assets should be depreciated and which will deplete.
1 week	Accounting for accrued income and accrued expense. -adjusting, closing, and reversing entries for accrued income -adjusting, closing, and reversing entries for accrued expenses	THE STUDENT SHOULD: Be able to record adjustments for accruals in the adjustments columns of the worksheet. Be able to prepare the adjusting entries for accrued income and then prepare the necessary reversing entries. Know the effect of the accruals on the income statement and balance sheet.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	Accounting for prepaid expenses and income received in advance. -prepaid expenses recorded as assets -prepaid expenses recorded as expenses -income collected in advance recorded as liability -income collected in advance recorded as income	THE STUDENT SHOULD: Understand the effect of failing to record accrued items at the end of each fiscal period.
3 weeks	The formation and operation of a partnership. -articles of copartnership -opening entries -partnership capital accounts -admission of a partner -liquidation of a partnership -methods of distribut-net income or loss -distribution of net income statement -charts of accounts -work sheet with adjustments -financial statements -adjusting, closing, and reversing entries -post closing trial balance -partner's income tax returns	THE STUDENT SHOULD: Determine how to divide the net income or loss among the partners according to a given ratio. Indicate how to record the entry for payment of partner's salaries in a cash payments journal. Prepare a worksheet with the adjustments. Prepare the financial papers from the work sheet. Make the necessary adjusting, closing, and reversing entries to close the books. Understand the benefits and the dangers of a partnership business.
1-2 weeks	To complete a practice set which should include most of the material covered up to this point.	THE STUDENT SHOULD: Work in groups or individually. Apply the principles that they covered up to this time in the practice set.
1-2 weeks	About the voucher system. -the voucher -voucher register	THE STUDENT SHOULD: Recognize the advantages and disadvantages of a voucher system.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-check register -payroll -petty cash -purchases returns, and allowances -partial payment	Record checks and deposits in the check register. Record purchases returns and allowances when a voucher system is used.
1-2 weeks	Inventory control systems. -physical inventory -perpetual inventory -pricing inventory at lower of cost or market, by fifo method, and the lifo method -estimating the inventory by retail method	THE STUDENT SHOULD: Be able to calculate inventory at lower of cost or market, lifo, or fifo. Be able to take a physical inventory of merchandise in stock.
1-2 weeks	Budgetary control. -sales budgets -purchases budgets -advertising, selling, and administrative expense budget -income and expense budget -cash receipts budget -cash payments budget -summary cash budget	THE STUDENT SHOULD: Understand the differences between the different budgets. Be able to prepare a family budget.
2-3 weeks	Accounting for notes and drafts. -recording receipt and collection of notes receivable -dishonored notes receivable -discounting notes receivable -notes receivable register -recording issuance and payment of notes payable -renewing a note -bank discount -notes payable register -trade acceptances -sight drafts -time drafts	THE STUDENT SHOULD: Be able to compute interest and use the interest tables. Report interest income and interest expenses on the work sheet. Be able to record the payment of an interest-bearing note payable. Record the necessary information on a notes payable and notes receivable register. Be able to prove the balance of notes payable and notes receivable register.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	To prepare taxes on sales, property, and income. -sales taxes -excise taxes -property taxes -Federal income tax on business income -partnership income tax return -self-employment and FICA tax	THE STUDENT SHOULD: Be able to record sales taxes in the columnar sales journal having a special column for sales taxes payable. Be able to compute the tax on a sale of merchandise. Be able to prepare a personal income tax return.
2-3 weeks	The formation and operation of the corporate form of organization. -formation of a corporation -classes of stock -values of stock -proprietorship accounts -issuing stock certificates -stockholder's ledger -organization costs -goodwill -sale of additional stock -stock transfer book -treasury stock -bond issue	THE STUDENT SHOULD: Understand the difference between the corporation and a cooperative. Explain the differences between the different types of stock that a corporation can issue. Be able to calculate the value of good will of a corporation. Explain a corporation's management. Be able to record the entry for the purchase or sale of treasury stock.
1-2 weeks	To prepare and analyze the financial reports of a corporation. -preparing a worksheet with the adjustments -Federal income tax return for a corporation -financial statements -completing the end-of-the-period work -declaring dividends -compute the financial statements -computing ratios and percentages to determine the corporation financial position	THE STUDENT SHOULD: Understand the differences between the closing entries for a corporation and those for other forms of business organizations. Be able to journalize the entry to record a declaration of a dividend. Know the need for the ratios and percentages to management. Be able to compute the different ratios and percentages. Be able to prepare a graph from the financial statements to determine the trends in the operation of the business.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
3-4 weeks	To work a practice set on a partnership using a voucher system.	THE STUDENT SHOULD: Work in groups or individually.
2-3 weeks	To use automation in accounting. -punched-card data processing -unit inventory control system -the computer -billing, accounts receivable, and inventory control done by computers -programming the computer -other uses for the computer	THE STUDENT SHOULD: Visit business firms that use computers for data processing. Understand the importance of data processing to business. Have the basic knowledge needed to understand the functions of data processing equipment.
2-3 weeks	Cost accounting for a service department and a manufacturing business. -cost of a service department -overhead costs -job order sheet -autographic register -elements of manufacturing -direct materials -goods in process -cost sheets -finished goods -voucher register -recording cost of finished goods manufactured -adjustments for inventories -financial statements	THE STUDENT SHOULD: Record changes for materials and time on the job order sheet. Determine the gross profit by departments in a business firm. Prepare a cost sheet with all the necessary information for each manufacturing job. Determine which expenses make up the factory overhead cost. Prepare a statement of cost of goods manufactured, balance sheet, and income statement for a manufacturing firm.
3-4 weeks	To work a practice set on a corporation. -job cost system	THE STUDENT SHOULD: Work in groups or individually.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	About special problems of sales accounting. -installment sal -COD sales -consignment sales	E STUDENT SHOULD: Calculate interest, discounts, and carrying charges on installment, COD, and consignment sales. Record all three types of sales in a journal. Journalize and post consignment sales. Prepare financial reports for both the consignee and the consignor.

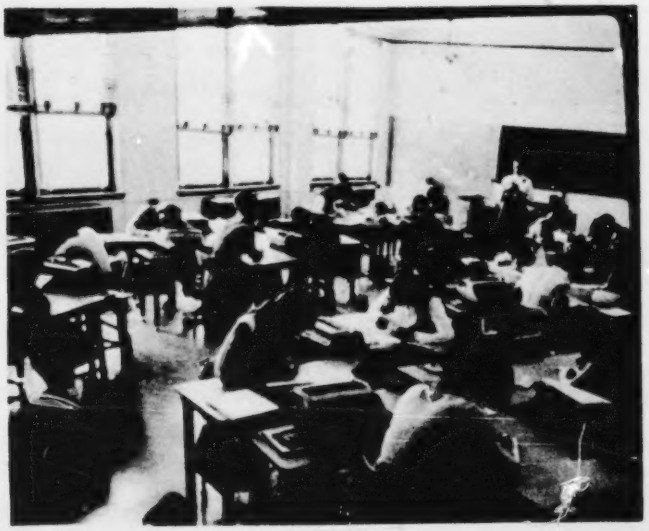
TEACHING SUGGESTIONS

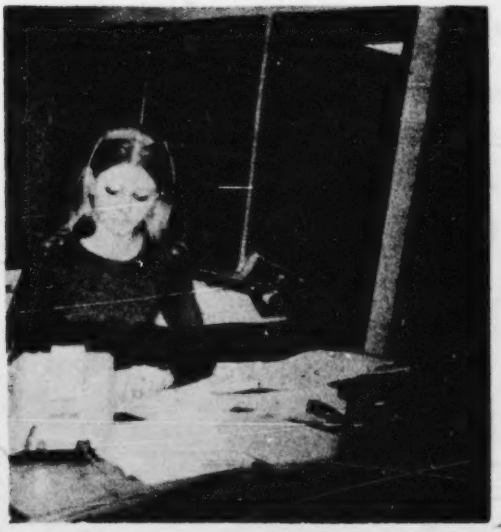
Students usually enter this course with varying degrees of aptitude and previous achievement. So the teacher may desire to use the principle of individual progression. This suggests some group lecture and discussion, and some time spent in some group discussion and lecture, and some time spent in small groups with a considerable amount of time spent working on an individual basis. It is not recommended to keep the student in "lockstep" formation throughout the course, but rather with the use of guide sheets encourage each student to progress as fast as he is able to complete the units.

POSSIBLE BASIC TEXTBOOKS

Boynton, Lewis D., Carlson, Paul A., Forkner, Hamden L., Swanson, Robert M., 20th Century Bookkeeping and Accounting Advanced Course, 23rd Edition, South-Western Publishing Company, 1968.

Glow, Cletus A., MacDonald, Robert D., Blanfor, James T., Freeman, M. Herbert, Hanna, J. Marshall, Kahn, Gilbert, Gregg Accounting Advanced Course, Second Edition, Gregg Division/McGraw-Hill Book Company, 1969.





BUSINESS MATHEMATICS

Course Description

Business mathematics is a one-semester course emphasizing mathematics for business and personal use. Selected topics in financial mathematics are chosen to provide students with an insight into understanding business transactions. The development of arithmetic skills and knowledge related to buying and selling merchandise, payroll preparation, investments, home and business expense problems, and personal finance problems are covered.

Course Content

This course contains many of the mathematical problems encountered in everyday business and personal transactions. Included are: addition, subtraction, multiplication, division, fractions, percentages, personal money records, buying problems, wage and income problems, personal finance problems, savings and investment problems, home expense problems, transportation problems, tax problems, computer mathematics and probability, and problems of the small businessman and farmer.

Course Objectives

1. To increase the students range of information as a consumer.

2. To increase the speed and accuracy in written and oral computation.

3. To relate business mathematics terminology and problems to concrete business applications.

4. To acquire good work habits, including accuracy, care of detail and judgement in estimating answers, working neatly and rapidly, checking his own computations, and comparing his answers with estimated common-sense answers when

practicable.

5. To appreciate the value of arithmetic and do simple computations effectively.

6. To read and understand business problems and to identify the arithmetical process needed for the solutions.

7. To use the more practical shortcuts that are of value in calculation.

8. To write formulas for doing certain typical problems, and comprehend the process of solution.

9. To know about numeration systems, such as the binary number system, and their applications to computers and business.

Course Credit

One-half

Course Location

10 - 11 - 12

Course Length

One-semester (18 weeks) or 90 class periods

North Dakota Secondary Course Code

03053

Special Note

Business Mathematics does not fulfill the mathematic requirements for high school graduation.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2 weeks	Personal Money Records. -cash receipts and payments -numerals -addition -records of deposits and checks -subtraction -reconciliation statement -special reconciliation problems	THE STUDENT SHOULD: Be able to apply the addition process to common business/personal situations. Understand that a numeral is not a number, but a symbol or name for a number. Be able to use the "commutative" process of new addition (interchanging the addends without affecting the sum). Be able to keep a check stub record. Be able to fill out and use deposit slips. Be able to adjust bank statements i.e. outstanding checks, late deposits, and erroneous bank statements.
2 weeks	Buying Problems. -checking calculations -multiplication -computing cost of one unit -division -figuring unit prices -averages	THE STUDENT SHOULD: Realize that sales slips and bills should be checked for errors before being paid. Distinguish between the associative and commutative process in multiplication, and learn the identity number of multiplication (1). Know how to compute sales tax. Know how and when to use "divisor" and "quotient," in division. Be able to calculate the amount of a purchase when the unit price is quoted in hundredweight, tons, etc. Be able to calculate and apply "weighted average".
2 weeks	Wage Income Problems. -straight time and overtime wages -common fractions -deductions from wages -time card wages and piecework rates -decimal fractions	THE STUDENT SHOULD: Compute gross earnings on an hourly rate basis. Select the proper denominator when adding and subtracting fractions.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-percents	Realize that FICA and withholding tax deductions depend on total earnings. Be able to point out advantages and disadvantages of the piece rate and hourly or salary rate to the worker. Realize the importance of fractions and decimals in business mathematics. Understand the correlation between percents and decimals (25%=.25).
1 week	Commission Income Problems. -figuring commissions -graduated commissions -commission rates -agents' commissions	THE STUDENT SHOULD: Be aware that a fraction and a fractional percent represent two different numbers (3/4 and 3/4%). Realize that a graduated commission serves as an incentive to the salesman to increase his sales volume or maintain it at a high level since the higher sales levels carry higher commission rates. Learn that the rate of commission is always based on sales, and the amount of sales equals the commission divided by the rate of commission. Understand that the agents' commission involves subtracting expenses to find the net proceeds.
1-2 weeks	Personal Finance Problems. -borrowing on a note -borrowing from a bank -borrowing on collateral -borrowing from a credit union or finance company -borrowing from other agencies -installment buying	THE STUDENT SHOULD: Demonstrate how to compute simple interest and the maturity date of a promissory note when expressed in days or months. Know that collateral serves as security for the payment of a loan. Be aware that credit union loans are issued for the face value of the loan, and interest is paid monthly in the remaining principle. Discuss the difference between "the true interest rate" and "the annual interest

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		rate". Recognize the difference in payment between a cash purchase and an installment purchase.
1-2 weeks	Savings and Investment Problems. -savings accounts -buying life insurance -investing in bonds -investing in real estate	THE STUDENT SHOULD: Compute interest disregarding the cents. Be able to explain the difference in benefits from a participating and non-participating policy. Recognize the difference between the rate of interest on a bond and the rate of income on the investment or cost of the bond. Understand the difference between investing in the bonds of a corporation and investing in the stocks of a corporation. Compute the net income of real estate, considering depreciation of property as an annual expense.
2-3 weeks	Home Expense Problems. -owning a home -taxes on a home -insuring the home -checking bills a) gas b) electric c) telephone d) water -practicing thrift in buying	THE STUDENT SHOULD: Discuss the difference between a non-income-producing investment, and an income-producing investment. Know that the premium rate depends on quality of construction, proximity, and protection afforded by local facilities. Know how to calculate gas and electric utilities. Know how to determine the percent saved when buying items at a reduced price.
1 week	Transportation Problems. -automobile ownership -insuring the automobile -using public travel agencies -shipping goods	THE STUDENT SHOULD: Discuss the factors involved in estimating annual depreciation of cars, trucks, etc. Understand why there is a wide variation of auto insurance rates.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Compute elapsed time when given arrival and departure time. Be able to select the least expensive means of shipping goods (parcel post, express, freight).
1-2 weeks	Tax Problems. -property tax rates -sales and excise tax -social security taxes and benefits -income tax	THE STUDENT SHOULD: Know how to convert a decimal rate to a rate expressed in mills per $1. Know that sales and excise taxes add to the total cost of a purchase. Know the rates, taxable income, and benefits of social security. Use procedures involved in determining the actual tax liability by the use of the tax rate schedule.
1-2 weeks	Problems of a Small Business and the Farmer. -the balance sheet -the income statement -figuring payrolls -preparing and using charts -problems of the farmer	THE STUDENT SHOULD: Understand the meaning and relationship of assets, liabilities, and proprietorship. Learn the principles and relationships of net sales, cost of goods, gross profit, expenses, and net income. Know that the sum of the "Deductions" column equals the "Total Earnings" column. Construct and interpret bar and line graphs.
1-2 weeks	Computer Mathematics and Probability. -binary system -binary arithmetic -probability	THE STUDENT SHOULD: Be able to describe the place-value principle as it applies to the binary system. Understand that the binary system is useful in the internal operation of computers, but is not convenient for pencil and paper computation. Realize that occurances can be predicted to a reasonable degree.

TEACHING SUGGESTIONS

1. The student should be given exercises in applying the skills to problems in percentage, interest, discounts, payroll, expenses, and other supporting business procedures.

2. In the initial stages of learning, addition, subtraction, multiplication, and division operations should be practiced separately, since the early objective is accuracy.

3. The student should be aided in developing the ability to work short-cut methods of calculating with speed and accuracy, either with or without calculating and adding machines.

4. Relate specific computational skill to job applications to insure optimum results for all students.

5. Pre-testing should be used before introducing fundamental mathematics procedures.

6. Business mathematics should be taught as a preparation for living and not as abstract drills and operations.

7. Write problems on the chalkboard and call upon the students to do the calculations orally.

8. Be sure that students show all computations used in arriving at a solution for a problem.

9. Visiting stores, offices and factories can contribute immeasurably to the student's understanding of business mathematics.

10. While presenting new subject matter pay special attention to organizing the form and manner of introduction so that the students are able and willing to relate to what is unfamiliar to what he already knows.

11. Attack problems of understanding as soon as they appear, with careful attention to each individual's ability to prove a performance-level understanding.

POSSIBLE BASIC TEXTBOOKS

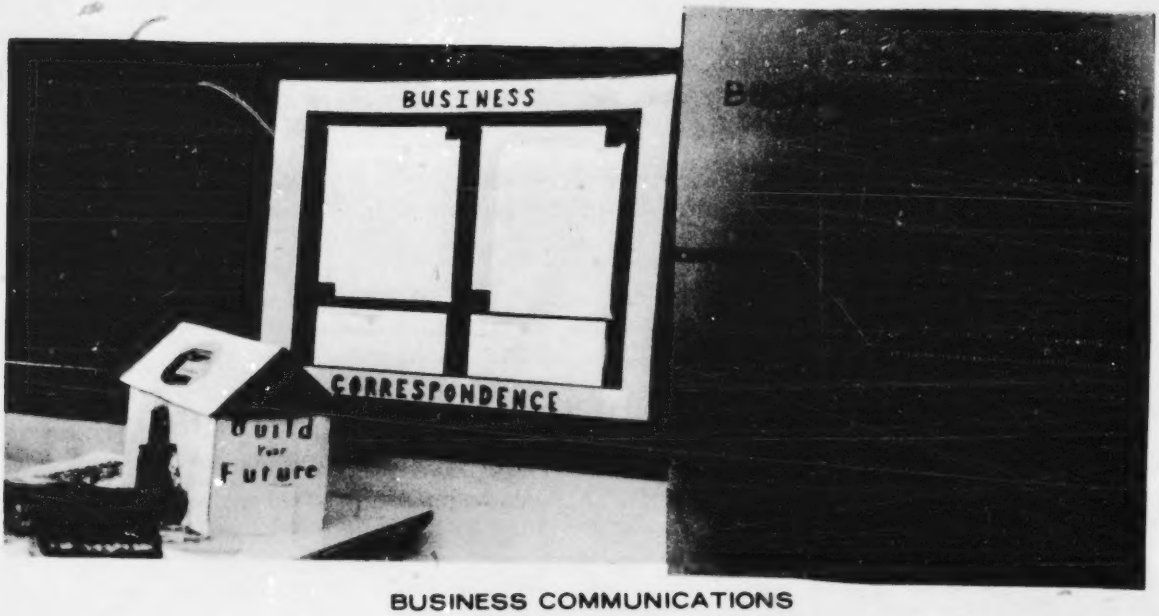
Fairbank, Roswell E., and Edwin B. Piper, and Joseph Gruber. Mathematics for the Consumer. South-Western Publishing Co., 1971.

Huffman, Harry, and Ruth M. Twiss, and Leslie J. Whale. Mathematics for Business Occupations. Gregg Division/McGraw-Hill Book Company, 1968.

Piper, Edwin B., and Roswell E. Fairbank, and Joseph Gruber. Applied Business Mathematics, Ninth Edition. South-Western Publishing Company, 1970.

Rosenberg, Robert R., and Harry Lewis. Business Mathematics, Seventh Edition. Gregg Division/McGraw-Hill Book Company, 1968.

Rosenberg, Robert R., and Harry Lewis. Business Mathematics, Seventh Edition, A Modern Math Approach. Gregg Division/McGraw-Hill Book Company, 1968.



BUSINESS COMMUNICATIONS

Course Description

Organized subject matter and activities which are designed to emphasize the writing of business letters, reports, memorandums, formal and informal reports, writing minutes, and other business forms for the business executive, office manager, secretary, stenographer, and clerk. This includes consideration of clarity, style, vocabulary, form, and conventional usage for business correspondence. Subject matter and activities frequently include emphasis on both oral and written experiences in using language appropriate to the business world.

Course Objectives

1. To present a course dealing with the written and oral English as it applies to business.

2. To review and emphasize the principles of good letter writing and other typical business communications.

3. To provide strong motivation for the course by helping students realize that skill in speaking and writing will aid them greatly in securing a position of their choice and will make tenure and advancement much more certain.

4. To create an awareness on the part of the student of the need for effective oral communication.

5. To help the student develop knowledge and skill in effective oral communication as it applies to the area of business.

6. To develop skill in the preparation of various business forms.

Course Content

Principles and techniques of business communication; vocabulary and mechanics; specific characteristics and purposes of business letters; written and oral communication; types of business communications; usage; punctuation; capitalization, abbreviation; business reports and speech; group and social situations in business.

Course Credit

One-half

Course Location

11 - 12

Course Length

18 weeks or 90 class periods

North Dakota Secondary Course Code

03160

Special Note

This course if taught in the business department cannot be used to satisfy the English requirements for graduation. If you wish a course in Business English to count as an English credit, it must be taught in the English department by a teacher with a major in English.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1/2 week	To develop a concern for speaking and writing. -content -tone of words -correct English -choice of words	THE STUDENT SHOULD: Listen to business executives and former students speak to the class. Listen to recordings of selected speeches.
1/2 week	The significance of proper completion of personnel forms. -appearance -content -conciseness	THE STUDENT SHOULD: Interview secretaries and office workers to get their opinions as to the importance of skill in the use of English.
1/2 week	To speak effectively with future employers and fellow employees. -choice of words -enunciation -pronunciation	THE STUDENT SHOULD: Listen to a personnel director discuss problems of prospective employees and techniques for making personal applications. Make a study of writing and speaking responsibilities at various levels of employment in a business or industry.
3 weeks	To develop knowledge in writing business letters. -heading, address, salutations, body, complimentary close, signature, identification and reference -different styles used in business letters -folding business letters -envelope addressing -unity in the paragraph -tact in business letters -significance of emphasis in the letter -coherence -good English mechanics	THE STUDENT SHOULD: Examine letters which illustrate each of these characteristics and note where they may be missing. Rewrite letters of others and write letters of their own. Supply punctuation in letters. Write sentences and paragraphs, applying all principles of punctuation. Edit each other's writings to improve upon sentence and paragraph construction. Experiment with sentence construction to change emphasis. Analyze paragraphs and letters for relevance of words and ideas.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	To build a vocabulary essential for accurate and effective letter writing. -word recognition -word usage -rules for spelling -common errors in dictation -spelling demons -vivid words	THE STUDENT SHOULD: Review the use of the dictionary. Evaluate their own spelling weaknesses and strengths by use of demon spelling lists. Secure letters from a business to analyze for overworked and ineffective words. Select words which may be used to compile a word list for spelling and vocabulary. Realize the importance of usage of words to determine meaning, spelling, and pronunciation. Correct misspelled words contained in paragraphs. See how words are sometimes grammatically correct but poorly selected.
1 week	To write interestingly. -you vs. I attitude -relevance -paragraph organization -tact and diplomacy -style of sentence structure	THE STUDENT SHOULD: Examine letters obtained from secretaries and business executives for the attitude indicated. Analyze letters in the texts and reference materials to see that all sentences and all phrases used actually relate to the subject. Understand the importance of being brief in letter writing. Write sentences and paragraphs for class analysis and write the same sentences just as meaningfully but in fewer words. Analyze the structure of a well-written paragraph. Demonstrate how all ideas of the paragraph must relate to one thought or topic if there is to be unity. Select letters that demonstrate diplomacy or lack of it.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Listen to an office executive discuss the importance of tact and diplomacy in letter writing.
6 weeks	Some of the different types of letters used in business and the function and significant characteristics of each. -routine letters -form letters -letters of invitation -letters of request -sales letter -letter of application -credit letter -letter of recommendation -order letter -collection letter -letter of complaint -letter of claims and adjustments	THE STUDENT SHOULD: Make an intensive study of each of these types of letters in the texts and reference materials. Procure examples of as many of these different types of letters as possible. Write at least one of each of the different types of letters and evaluate in class as a group. Review those characteristics of business letters previously studied as they write these specific types of letters. Proofread materials accurately.
1/2 week	Proper listening techniques.	THE STUDENT SHOULD: Distinguish various sounds from a recording of everyday sounds (children crying, dogs barking, bacon frying). After hearing lists of numbers, nouns, objects, etc., read, be able to reproduce the lists read. Take standardized listening tests: Brown-Carlsen Listening Comprehension Test, Gr. 9-13. Sequential Tests of Educational Process, Listening, Gr. 10-12. Read back verbal directions from notes to them. Follow verbal instructions. Select the word that does not belong from a verbal list. Respond to verbal multiple choice questions.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2 weeks	To acquire speaking abilities necessary in business. -conversation with fellow employees -dictation -reports -speaking at public meetings -making introductions -speaking to fellow workers -facial expression -tone of voice -use of English -posture -emotional stability -empathy	THE STUDENT SHOULD: Understand the relative importance of speaking in all of their relationships with others. Analyze the speech of some persons to whom they like to listen. Observe a demonstration of a poor speech and a good speech. Listen to student recordings of class discussions, conversations, and talks. Practice voice exercises to improve enunciation and pleasantness of tone of speech; both face-to-face and telephone talking. Experiment with inflection to alter meanings.
2 weeks	Important characteristics of the common business forms. The types of business papers that do not follow a particular form. Which forms may be used. -interoffice messages -telegrams -business reports -memoranda	THE STUDENT SHOULD: Be able to write effective interoffice messages. Study copies of telegram forms from a telegraph office. Study copies of telegrams actually received in business. Demonstrate need for accuracy in forms of letters. Arrange for students to visit the types of businesses in which they are especially interested to get firsthand information about forms used and to secure forms to discuss with the class.
1 week	Acquire ability in the use of office communication media. -telephone -telegraph -postal service	THE STUDENT SHOULD: Understand the proper use of the telephone, telegraph service available, types of postal services, and proper use of postal services.

TEACHING SUGGESTIONS

1. Involve members of the class in a discussion of the meaning of business English.

2. Introduction to the spoken language should be planned for the second week, with emphasis on the importance of personal communication.

3. Allow time for the examination of business communications to note the relationships in the types of communication with which students are most familiar.

4. Students should be led to understand that they will be relearning and refining many of their previous learnings in oral and written English in terms of the needs of business communications.

5. Provide a variety of business letters from businesses in the community to be used for careful study by the class.

6. Vocabulary and spelling might be taught more effectively as an integral part of the practical exercises rather than in a separate unit in which there is drill on words apart from the sentences, paragraphs, and documents in which they are used.

7. Present type of drill that represents much repetition of learnings in meaningful and purposeful writing.

8. Students may be asked to note what they think are desirable and undesirable characteristics of various business letters reviewed and studied.

9. Ask certain members of the class to give brief oral directions for jobs to be done or brief oral reports on activities in the school or community.

10. Use of the tape recorder may be quite advantageous while teaching oral communication.

11. Analyze several business forms that may be procured from business offices in the community.

12. Attention should be given to the fundamentals and the psychology involved in preparing office documents in written communications and to the protocol of sending or presenting such communications both internally and outside of business.

13. Communicate to the students the proper use of the telephone, telephone equipment available, telegraph service available, types of postal services, and proper use of postal services.

14. Creative assignments should be made for the exceptional students who may require little or no grammar review.

15. Uses of the dictionary should be taught. Dictionaries are quite different and have many styles. Students should be taught differences, such as deciphering critical markings, placement of accent marks, hyphenation markings, syllable markings, meanings of the abbreviations.

16. Words recently learned by students should be used as soon as possible in writing assignments.

17. Criteria for evaluation should be high.

18. Films, video tapes, and tape recorders can be used effectively for voice training and for teaching listening skills.

19. Weekly writing assignments may be lengthened from one or a few paragraphs to letters requiring considerable organization.

20. Students should be encouraged to participate actively in discussions.

21. Students who evidence speech difficulties should be enrolled in oral communications remedial work.

22. Small groups of 10 to 15 students can work in conference with a group leader to discuss problem situations within their own range of experience.

23. The class is divided into small groups to discuss a problem for a limited number of minutes. Each group has a chairman and a reporter, one of whom acts as a spokesman for the group in reporting ideas, recommendations and opinions to the entire class.

24. The students use "role playing" to dramatize a realistic situation in which they are forced to think and speak in terms of characteristics being portrayed. This characterization should help students recognize the feelings, prejudices and frustrations of others.

25. Assignments in composing and writing business letters and reports can be used as a basis for checking students' use of words, sentence structure, spelling, punctuation, mechanics, application of principles of grammar and application of principles pertaining to effective business letters.

26. An effective procedure is to give three separate marks for each element of the letter--layout, content, and English usage. Predominant consideration is given to the particular objective of the instruction.

27. When recognition of letter styles or types of letters is to be tested, samples of actual letters illustrating these styles and types may be presented for identification either through duplication or overhead projection.

28. Oral expression may be measured by a simple rating scale, prepared by the teacher, for checking abilities in the use of words, voice, tone, and poise.

29. The progress of the individual in vocabulary development can be measured by comparing the results of a test given at the beginning of the course with the results of a test at the close of the course. For this testing of vocabulary, standardized tests may be used but teacher-made tests are an additional means of measurement.

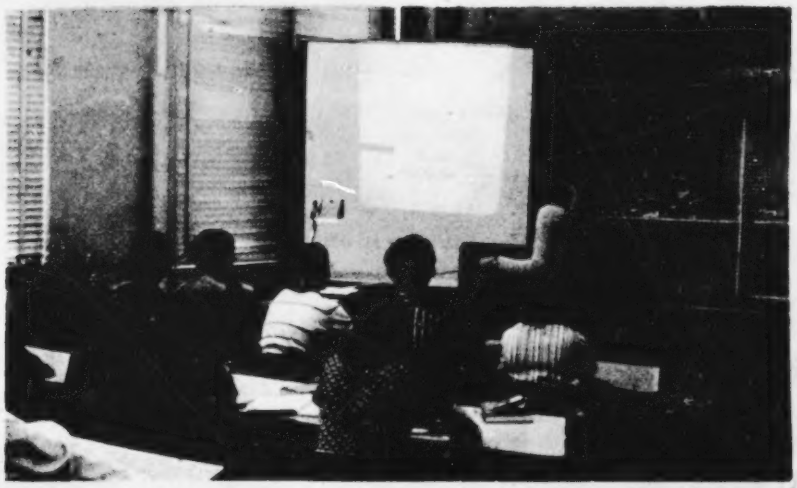
30. Particular areas of grammar, punctuation, and capitalization may be tested by means of diagnostic and achievement tests given at intervals and at the end of the course. A comparison of the results of an achievement test with the results of pretests will show the student's growth in that area. The testing may be particularized by asking the student to write an assignment and telling him that he is to be rated on any one or all of these attainments; (a) spelling, (b) sentence structure, (c) grammar, (d) content, (e) layout.

31. Newly learned human relations practices do not readily lend themselves to measurement of achievement. The results are tangible but the subject matter is not. Some suggestiongs for evaluation are:
    - -self-evaluation rating sheets at the beginning of the year and repeated at various times throughout the year
    - -role-playing
    - -individual conferences with students to identify how he perceives himself
    - -individual conferences for teacher evaluation of student behavior

POSSIBLE BASIC TEXTBOOKS

Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth and Clark, Lyn. Business English and Communication, 4th Edition, Gregg Division/McGraw-Hill Book Company, 1972.

Aurner, Robert R. and Burtners, Paul S. Effective English for Business Communications, 6th edition, South-Western Publishing Company, 1970.



BUSINESS LAW

Course Description

Introduction to business law is a study of basic principles common to a broad base of every day business activities in which an individual is likely to become involved. It is useful to students for personal reasons and can be valuable as background information to individuals who are entering business careers. The course helps make the student a better citizen as he realizes that laws are made for the protection of people and their property as well as for the punishment of wrongdoers.

Course Objectives

1. To understand that a course of business law is merely an introduction to law and does not develop a lawyers competence.

2. To learn the basic principles of business law and their application to the problems of everyday living.

3. To learn to avoid hasty decisions by withholding judgment until essential facts of the case have been presented.

4. To acquire a working vocabulary of the most frequently used legal terms.

5. To develop an understanding of our judicial system from the local courts to the Supreme Court of the land.

6. To use elementary business and legal forms that may be used without aid of an attorney.

7. To differentiate intelligently between the legal and the illegal phases of business.

Course Credit

One-half

Course Location

11 - 12

Course Length

One-semester (18 weeks) or 90 class periods

North Dakota Secondary Course Code

03180

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	The origin and development of law. -the nature of law -the history of our American system Function of law. Classification of law. -natural -moral -man-made Courts and business law. -rights of the individual -state court system -federal court system	THE STUDENT SHOULD: Realize where laws come from. Understand that laws are found in four forms. -constitutions -statutes -common law -administrative law
4-5 weeks	The legal elements of a business contract. -mutual agreement -legality of subject matter -consideration -proper form -competent parties The formation of contracts. The agreement-offer parts of a contract. -offer -acceptance -consideration About the termination of a contract. -termination by performance -termination by agreement -termination by operation of law -breach of contract About the remedies for breach of contract. -rescission -damages -specific performance	THE STUDENT SHOULD: Understand that two or more persons are needed for a contract. Be able to identify the different types of contracts. -social and moral -implied -oral -expressed -required) Know that some persons have a limited contractual capacity. -minors -insane persons -intoxicated -aliens -convicts Be able to identify the three parts of a contract that makes it legal. Understand how contracts are terminated. Know the various remedies in the case of breach of contract.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	The law of bailments. The types of bailments. -benefit of one party only -benefit of both parties -extraordinary bailments The rights and duties of the parties. -rights of bailee and bailar -duties of bailee and bailar That the carrier of goods is a bailee. -duties, rights and liabilities -bill of lading -regulations for shipment	THE STUDENT SHOULD: Understand that a bailment is when one person has possession of personal property belonging to another. Know that a common carrier is subject to regulate; by federal, state, and local agencies. Know what a bill of lading is.
2-3 weeks	About negotiable instruments. -nature and kinds -form and content -transfer -rights of holders -promissory notes -drafts and checks	THE STUDENT SHOULD: Know the common forms of negotiable instruments. Know that a negotiable instrument must be in writing and signed by the maker. Be able to list the four forms of endorsements. -blank -special -qualified -restrictive Know the many forms of promissory notes.
2-3 weeks	The law of sales. -what a sale is -forms of sales contracts -warranties and liabilities Consumer protection. -unfair practices -Federal food, drug,	THE STUDENT SHOULD: Understand that only competent parties may become sellers or buyers. Understand that a contract to sell may be oral, written, or implied. Know that a bill of sale provides evidence of transfer of ownership of goods.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	and cosmetic acts -government standards -state and local laws	Understand expressed and implied warranties. Know about the Federal Trade Commission, state and local laws protecting the consumer.
1 week	The creation of an agency. By appointment. -appearance -ratification -necessary Duties and liabilities of principal, agent, and third parties. Termination of an agency.	THE STUDENT SHOULD: Know that they may do any lawful business act through an agent.
1-2 weeks	The laws of employment. Contracts of employment. Protection of employees. -minors -right to work laws Government regulation. -social security -unions -civil rights -workmen's compensation	THE STUDENT SHOULD: Understand that employment is a form of contract that must include all the essential elements of a contract. Know the employee's and employers rights and duties.
1-2 weeks	The types of business organizations. -sole owner -partnerships -how it is formed -duties of partners -rights of partners -authority of partners -partners liabilities -dissolution of partners -advantages and disadvantages About corporations.	THE STUDENT SHOULD: Know that a partnership is the simplest form of business organization. Understand that partners have equal rights and duties unless otherwise agreed. Know that a corporation is chartered with a state and treated as an individual person of that state. Be able to determine the value of a stock and follow its exchange price for a period of time.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-organization -what shares of stock are -powers and duties of directors -powers and duties of officers -rights and liabilities of shareholders -dissolution of	
2-3 weeks	The types of insurance. -casualty -life -health -accident -automobile -liability -collision -comprehensive -governmental -social security -workmen's compensation -unemployment compensation	THE STUDENT SHOULD: Know that insurance contracts are closely regulated by state governments. Be able to list who or what may be insurable. Understand the governmental insurances.

TEACHING SUGGESTIONS

1. Use a combination of lecture, discussion and illustrative techniques.

2. Read and discuss cases that will bring out points of law under consideration.

3. When practical, make a planned trip to the state legislature and/or state supreme court when they are in session.

4. When practical, visit a courtroom for the purpose of observing a trial of an actual case. As a follow-up, discuss in class the legal principles involved and evaluate the outcome of the case.

5. Encourage students to bring to class specimen of negotiable instruments and discuss in class the practical everyday use of these instruments.

6. Encourage students to bring contracts or other legal forms to class for examination.

7. Direct the study of the usual route followed by a check from the time it is written to the time it is canceled to indicate the legal responsibilities of each holder.

8. Invite resource people to talk to the class.

9. Encourage students to make a scrapbook including legal forms and newspaper reports on cases involving legal principles studied.

POSSIBLE BASIC TEXTBOOKS

Fisk, McKee, Mietus, Norbert J., Snapp, James C., Applied Business Law, Tenth Edition. South-Western Publishing Company, 1972.

Schneider, Arnold E., Whitcraft, John E., Rosenberg, R. Robert, Understanding Business Law, Fourth Edition. Gregg Division/McGraw-Hill Book Co., 1967.

CLERICAL OFFICE PRACTICE

Course Description

Learning experiences which are usually designed to include (1) a combination of knowledge and skills gained in other business education courses, and (2) increased emphasis on solving business problems and simulated experiences of working in the various departments of a business, i.e., purchases, sales, bookkeeping.

Course Objectives

1. To provide learning activities which demand application of the acquired specialized skills and knowledges and which will further develop those skills and knowledges.

2. To develop an understanding of office standards of performance and production.

3. To instill a responsible attitude for assuming tasks and carrying them to completion without close supervision.

4. To make the working adjustment easier while increasing job proficiency.

5. To develop ability to judge completed work and to make necessary corrections and adjustments if necessary to make the work usable.

6. To develop a business vocabulary.

7. To instill a right concept toward work and what the employer expects for a fair return on his investment in his worker.

8. To inculcate standards of office dress and personal hygiene.

9. To develop acceptable office manners, desirable personality traits, and a desirable code of ethics.

10. To develop the ability to think constructively, to question and analyze practices, and to give appropriate and timely suggestions for improvements.

11. To stress the care and economy of equipment.

12. To develop an understanding of the function of business machines.

13. To develop a knowledge in operating business machines most often used on the job.

14. To orient the students to employment testing, interview techniques, and job success.

Course Content

The purpose of Clerical Office Practice is to reinforce skills and to integrate skills through a simulated office situation. It is also the goal of this course to create a thorough knowledge and understanding of business procedures and practices in all clerical situations. It is strongly recommended that Clerical Office Practice be taught as a two-hour block; being associated with a Shorthand or Typing class. Some of the areas covered should be: dictation and transcription, composition, clerical typewriting, business filing and records control, business machine operation, office management and organization, career possibilities, production typing, office equipment, office supplies, letter production, business letter writing, dictating and transcribing machines, telephone communications, telegraph communications, duplicating, mail, reception and messenger work, filing systems, filing procedures, filing equipment, routine and special cashiering activities, sales procedures and records, payroll procedures, observation of data processing, and getting the job you want.

Course Credits

One

Course Location

11 - 12

Course Length

One year or 36 weeks for 180 class periods of 55 minutes

North Dakota Secondary Course Code

03100

Course Prerequisites

For the most part, Clerical Office Practice is a senior level finishing course designed to meet the needs of business majors. Students who enroll in the course must have had beginning typing, and it is recommended that they have had Typing II and Accounting I. It is not necessary for the student to have shorthand, for this course is not of the stenographic nature.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2-3 weeks	How the modern office worker fits into the business world.	THE STUDENT SHOULD: Be able to see the need and purpose of the business office. Study the various facets of the business offices -office management -a small office -a large office -job opportunities -clerical duties -salaries -training requirements -working conditions Discuss the rewards of office positions. -salaries -working conditions -prospects for the future
2-3 weeks	About the office worker. -personal appearance -appropriate dress for office and for leisure time -social and business techniques of etiquette -basic manners -application of social graces to office situations -maintain comfortable office conditions -special problems that occur -interpersonal relations -understanding of the secretary's role of motive and emotion in business-human relations activities	THE STUDENT SHOULD: Discuss the office worker's image. Discuss relationship with others in the office. Partake in a self-understanding unit (students evaluate themselves through a detailed study of their likes, dislikes, etc.) Know what efficiency on the job entails. Take a personal inventory to be used as a basis for an improvement comparison at the end of the year. Listen to the school nurse or home economics teacher present facts on personal care and appearance. Practice correct posture: -standing -walking -sitting in secretarial chairs Observe a well-dressed office employee.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-demands of the position in relation to other workers -development of personal attributes towards efficiency in identifying responsibility, planning and organizing work and follow-up work -punctuality -physical health -integrity -leadership -attitudes -resourcefulness -methods of self-appraisal, improvement and continuing education for job advancement and job satisfaction -decision-making	Partake in role playing and/or case problems to integrate interpersonal relationships with concepts. Partake in an integrated project, a simulated office activity or model office. Practice making introductions. Discuss initial thought processes of decision making. Work projects to stimulate decision making ability.
1-2 days	Handwriting and lettering.	THE STUDENT SHOULD: Discuss the principal causes of poor handwriting. Rate his own handwriting.
Integrated Periodically	To typewrite more effectively.	THE STUDENT SHOULD: Partake in discussion of work organization. Describe the typist's desk. Prepare duplicate copies. Use and handle carbon paper. Develop the ability to proofread. Use good erasing procedure. Practice justifying the right margin. Practice erasing duplicate copies. Type numbers by touch.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	Business forms designs -purchasing -selling	THE STUDENT SHOULD: Realize the importance of business forms. Study various form designs. Practice writing on forms. Read and discuss the application of purchase requisitions, requests for a quotation, and purchase orders. Know how to make a request for credit. Explain the use of a catalog file. Prepare requisitions, purchase orders and invoices. Obtain illustrations of sales order forms. Prepare invoices. Work with: cycle billing, punched-card bills, checking invoices, credit memorandums, statements. Study the differences of wholesale and retail selling. Type credit memorandums in duplicate. Type monthly statements of account.
1 week	Inventory and stock room practices and procedures. -goods received and on hand -shipping goods	THE STUDENT SHOULD: Keep records of goods received, their disposition, purchase invoices and requests for credit. Be able to keep a perpetual inventory records, and/or a physical inventory. Study information on parcel post, air parcel post, railway express, air express, bus express, truck transportation, United Parcel Service, freight service and rates. Prepare bills of lading. Develop a working vocabulary of shipping terms and abbreviations.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Practice packaging goods to be shipped. Understand tracing of lost goods via a simulation exercise using actual invoices. Study various shipping services available. Prepare bills of lading and shipping notices.
3 weeks	Processing data. -business arithmetic -percent and discount -adding machines and calculators	THE STUDENT SHOULD: Practice fundamental processes such as shortcuts in multiplication, subtraction by addition and fractions and answer checking. Develop a working vocabulary of terms and signs. Practice how to convert percentages to fractions and vice versa. Work various problems using percentages. Develop a knowledge of what machine is best suited for a particular calculation and how much skill is required to become a proficient operator. (Community needs will probably determine the kinds of machines purchased or rented for instructional purposes.) Know the difference between listing and non-listing machines. Be able to operate an electronic calculator. Visit one or more offices to find out what adding and calculating machines are being used. Write to several manufacturers for information regarding adding and calculating machines. Work problems from a correlated workbook.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2 weeks	Processing mail -incoming mail -outgoing mail -telegraph service	THE STUDENT SHOULD: Know the difference between "personal" and "confidential" mail and how each is handled. Work on exercises on dating, sorting, and routing of mail. Prepare memorandums and letters requiring special attention. Be able to select the proper mailing service for all the different types of outgoing mail. -Anticipate the arrival date of outgoing mail -Decide what "class" of mail to use e.g. first class, airmail -Determine whether a letter should be registered, certified, or insured Discuss the services offered to customers by the Post Office. -special handling -special delivery -registered mail -insured mail -certified mail -C.O.D. service -tracing mail Know how to handle outgoing mail. Practice folding and inserting letters, sealing letters, etc. Understand various stamping methods e.g. ordinary stamps, precanceled stamps and envelopes; stamped envelopes and cards; and metered mail after the topic of sealing the envelope. Obtain examples of all classes of mail to illustrate the many different classes of domestic mail. Explain foreign mail and its use in the modern business office.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Understand the speed of addressing mail by using addressing machines. Practice the following: -folding letters -folding letters of more than one page -folding letters to be placed in window envelopes -addressing envelopes, sizes 3 5/8" by 6 1/2" and 4 1/8" by 9 1/2". Using current postage rates, find the total cost of postage for various types of mail and weights. Develop an awareness of the types of telegraph services available.
2 weeks	Telephone.	THE STUDENT SHOULD: Develop a telephone personality. Listen to each other, making criticisms and suggestions to improve telephone habits. Know how to receive incoming calls, i.e., identifying, screening callers, giving information, getting information, taking messages accurately, and transferring calls carefully. Know how to make outgoing calls, i.e., telephone directories. Use the tele-trainer. Use and develop forms for reporting messages. Discuss areas such as: switchboard, PBX, Dial Pak service, intercom business phones. Observe a teletypewriter in use.
1 week	The receptionist and meeting.	THE STUDENT SHOULD: Understand the proper methods in receiving callers. (Registered callers and classified callers). Practice making, recording, scheduling, and cancelling appointments.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
5 weeks	Business filing.*	THE STUDENT SHOULD: See the need for and importance of filing. Types of materials filed, i.e., cards, letters, invoices, statements, catalogs, blueprints, newspapers, various office and personal records. Know the alphabetic filing system and be acquainted with alphabetic and numeric filing.
2 weeks	Recordkeeping.	THE STUDENT SHOULD: Be able to prepare financial reports and be able to type the reports in correct form. Be able to read and interpret a financial report. Develop an appreciation of the need for budgeting and recordkeeping in personal and business financial management. Know the uses of records in various business transactions and the skill in the keeping of records. Practice opening banking accounts and making deposits. Practice making withdrawals from checking accounts. Practice the following: -completing check stubs -writing checks -reconciling bank statements Be able to handle a petty cash fund. Be able to keep payroll records.
3 weeks	About copying and duplicating. -copying -stencil duplicating -fluid duplicating	THE STUDENT SHOULD: Understand various copying processes, i.e., Diazo, Infrared, Diffusion-Transfer, Dye-Transfer, and Electrostatic-Transfer.

*Assuming students have had no previous filing experience.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Become familiar with costs and materials needed in each type of copying process. Prepare copies from available machines. Type stencils, and operate the mimeograph. Understand the costs and number of copies that can be run on the mimeograph. Type a spirit master. Use several colors in preparing a spirit master. Run copies on the spirit duplicator. Coordinate color duplication. Understand the cost and number of copies that can be run on the spirit duplicator. Let students prepare a statement to be issued to several different localities.
4 weeks	To type office communications.	<u>THE STUDENT SHOULD:</u> Obtain various letters from several businesses illustrating differences in letter styles. Be given handwritten letters with various errors and misspellings and be asked to retype them in mailable form. Know how to use notations. -enclosure notations -separate cover notations -postscripts -carbon copy notations
2 weeks	To compose business letters.	<u>THE STUDENT SHOULD:</u> Know the basic business letters. -letters of acknowledgment -letters concerning appointments -letters making reservations -letters regarding meetings -letters of transmittal -follow-up letters -thank you letters

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		-letters of inquiry -letters of ordering goods and services -remittance letter -adjustment letter -order-acknowledgment letters -credit letters -collection letters -sales letters -form letters -follow-up sales letters
2 weeks	To use business reports and manuscripts.	THE STUDENT SHOULD: Know the kinds of business reports. Follow correct procedure in writing reports. Be able to discuss the parts of a report. Prepare a report including: cover, title page, acknowledgments, table of contents, lists of illustrations, list of tables, main summary, introduction, main body, conclusions and recommendations, appendix, bibliography, and index.
	About legal papers.	THE STUDENT SHOULD: Become aware of preparing various legal papers and documents. Type wills and contracts.
	How one can be a successful office worker.	THE STUDENT SHOULD: Type a personal data sheet. Prepare letters of application. Complete application blanks. Take various tests used for placement.
	How to prepare and know what to expect from an interview.	THE STUDENT SHOULD: Understand the purpose and scope of an interview. Know how to prepare for an interview. Let students prepare themselves for an informal interview held in the classroom.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Emphasize the necessity of making a follow-up letter to an interview.
1/2 week	The introduction to data processing.	THE STUDENT SHOULD: Become aware of the need for data processing. Develop an understanding of business systems as being basic to data processing. Give reports on data processing.
1/2 week	About personal and business relations.	THE STUDENT SHOULD: Discuss desirable personality and character traits important in business. Develop the ability of self-analysis and self-improvement. Realize that the success of business depends upon the employee as well as the employer.
3 weeks	About the world of work.	THE STUDENT SHOULD: Self-evaluate to determine the ultimate selection of life goals as well as vocational objectives. Discuss: -who and what you are -values of productivity -life goals -getting and keeping a job -how to manage financially

TEACHING SUGGESTIONS

1. The teacher should concentrate on providing the trainee with refresher training of once-learned understandings and skills which have been partially lost and to provide the trainee with an integration of the old and the new office understandings and skills by means of realistic, simulated office assignments.

2. The teacher should invite experienced office workers into the classroom to discuss their duties, responsibilities, and the general nature of their work.

3. Practical experience should be offered the trainee either through the simulated office, the classroom, or cooperative experience on the job.

4. It is suggested that the instructor make several field trips with the students to various offices.

5. A basic textbook should be available, with at least one integrated office practice set included for all students so that they may become oriented to the ways in which their various skills are applied in an integrated manner in the successful performance of tasks in the office.

6. As much equipment as possible should be available in the classroom, including the basic office machines; and office machines training is built into the course.

7. Filing may be taught as a part of the course.

8. Students may do secretarial and clerical work for outside organizations.

9. The classroom should be equipped and furnished as a business office, and the respective work stations each contain the equipment and furnishings necessary for performing the work as it is performed in the business positions which are being represented by the respective projects.

10. Textbooks and reference materials should consist of books on office practice, dictation and transcription, filing, office machines, materials from the various businesses in the community, plus special reference books such as dictionaries and secretarial reference books.

11. When the class is small and equipment adequate, the course may be conducted as a laboratory course, with all members working as one group. For large classes, rotation of sub-groups may be necessary in order to adjust to the equipment.

12. Job sheets to provide definite instructions, and job-progress reports are recommended.

13. Training films and other audio-visual aids, field trips, and work experiences are effective in acquainting pupils with procedures.

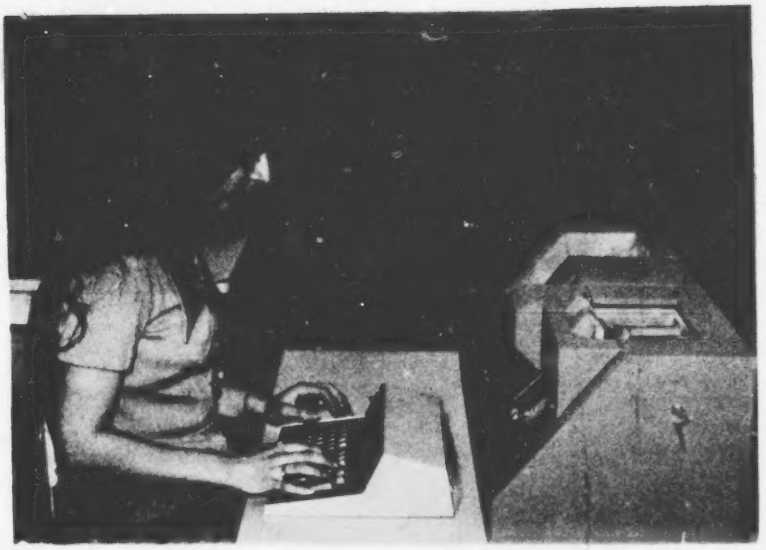
14. Use practice sets.

15. Home economics staff and/or modeling school operators and buyers for department stores are excellent sources for speakers as well as reference and display materials.

POSSIBLE BASIC TEXTBOOKS

Agnew, Peter L., Meehan, James R., Pasewark, William R., Clerical Office Practice, Fourth Edition, South-Western Publishing Company, 1967.

Archer, Fred C., Brecker, Raymond F., Frakes, John C., Steward, Jeffrey R., Jr., General Office Practice, Third Edition, Gregg Division/McGraw-Hill Book Company, 1968.



COMPUTER PROGRAMMING

Course Description

This course is designed to provide a foundation for understanding of and introduction to computer programming. It includes a study of the functions, logic, and programming methods of modern digital computers; although emphasis is placed upon typical business applications and the COBOL language. While it is usually taught in the science or mathematics departments, computer programming might also be taught in the business department, each using a language suitable to specific needs.

Course Objectives

Upon completion of the course, the student should be able:

1. To demonstrate an understanding of proper documentation techniques, i.e., flow charts, file layouts, decision tables, coding, and testing.
2. To be able to write computer programs to solve problems using the COBOL programming language.
3. To demonstrate an understanding of addressing, address modification, instruction modification, looping, and branching.
4. To use diagnostic listings in debugging computer programs.
5. To identify and discuss storage devices, their function and structure.
6. To explain the purpose and function of a compiler.
7. To discuss the place of data processing in a business environment.

8. To define general data processing terms, such as file, record, field, batch processing, sequential and random access, CPU, etc.

Course Credits

One-half

Course Location

11 - 12

Course Length

1 semester or 18 weeks for 90 class periods

North Dakota Secondary Course Code

03022

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2-3 weeks	The development of computers. -definition of a computer -data processing occupations -input/output devices -central processing unit -external storage	THE STUDENT SHOULD: Learn about the development of computer equipment via field trips, movies, demonstration equipment, and lectures. Acquire an overview of computer components (central processing unit, input/output, compiler arithmetic unit, control unit, external storage, other peripheral equipment). Understand the uses for computers (record-keeping, problem solving, scheduling, information systems, and control systems). Acquire a knowledge of peripherals, i.e., cardreader, card punch, printer, disk, tape drives, terminals and plotters. Have a knowledge of primary storage (memory-data representation, data and instruction storage, memory positions). Have a knowledge of the Magnetic disk and tape (disk packs, disk units, tape drives, reading and writing, record lengths, addressing).
4-6 weeks	Problem-solving with computers. -problem definition -analysis and solution -implementation -program test -documentation -job control language	THE STUDENT SHOULD: Know how to use flow charts before doing any programming. Be able to read proper instructions so that the machine can compile the program. Understand the use of coding sheets, coding, program preparation, and program assembly. Do small problems debugging their own problems.
6-8 weeks	Computer programming. -introduction to COBOL -COBOL divisions -programming techniques -program debugging	THE STUDENT SHOULD: Study job control language used by the computer. Have an understanding as to the procedure used when programming with COBOL.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Understand and be able to write instructions, organize data, prepare program loops, and sub-routines, and be able to read tables.
		Be able to understand: administer aids, programming check points and diagnostics.
		Be able to debug programs, i.e., payroll problems and checking account problems.
2-3 weeks	Programming systems. -overview of FORTRAN, Report Program Generator, and Assembler, Basic, and APL	THE STUDENT SHOULD: Be aware of the existence of and the uses for the various computer languages.

TEACHING SUGGESTIONS

1. The lecture-discussion method should be employed in a spiral development plan. Lectures can be enriched with illustrations and demonstrations, and the instructor should extensively utilize the overhead projector and well-prepared transparency foils.

2. Each lesson should build upon the previous one, progressing from simple to complex understanding. Following the presentation of new material, assignments of a learning activity should be made for application and reinforcement purposes.

3. Students should be expected to write many computer programs. The first ones should be short and simple, and the teacher may wish to "walk" the students through this first program.

4. A team approach, in which two students comprise one team, may be used effectively. This approach is recommended only when class size exceeds fifteen students and/or where equipment availability prohibits extensive usage for student programs.

5. Some on-hand experience is highly desirable for students. The objective of the course is to learn programming. Attention must be directed to writing programs--not to computer console operation.

6. Students should be expected to develop good work habits, including neatness, particularly in the laboratory. Laboratory practices should be explained and students should follow them.

7. Instruction in key punching will be necessary in those schools where students have not had this experience.

8. There are several aids available to supplement and enrich instruction. The overhead projector is a must. Facilities for the preparation of transparancy foils are also necessary. Ample chalkboard space is essential and magnetized chalkboards and magnetized flow chart symbols are useful in teaching of flow charting.

9. It is recommended that computer programming supplies, such as flow charting paper and template, coding forms, and printer spacing charts be used.

10. A number of films are available, most of which have been developed by computer manufacturers. These may be used effectively, particularly in the earliest part of the course.

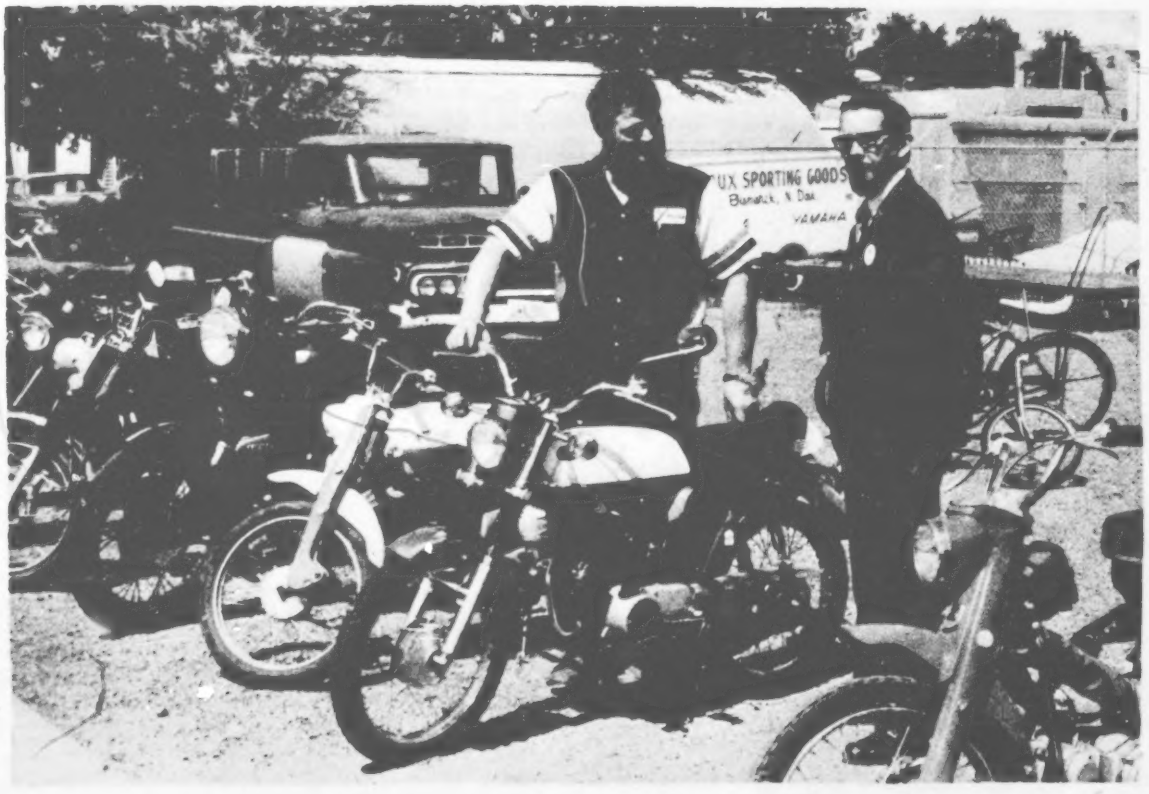
11. Students should "debug" their own programs.

POSSIBLE BASIC TEXTBOOKS

Wendel, Thomas, and Williams, William H. Introduction to Data Processing and and Cobol, McGraw-Hill Book Company, 1969.

Gross and Brainerd, Fundamental Programming Concepts, Harper and Row, New York, 1972.

Leeds and Weinberg, Computer Programming Fundamentals: Based on IBM/360, McGraw-Hill Book Company, 1970.


SPORTING GOODS
YAMAHA

CONSUMER EDUCATION

Course Description

Consumer Education is the development of the individual in the skills, concepts, and understandings required for everyday living to achieve, within the framework of his own values, maximum utilization of and satisfaction from his resources.

Course Objectives

At the completion of the course, the student will:

1. Understand the role of the consumer in our economy.
2. Develop the ability to make rational choices among alternatives.
3. Become knowledgeable with the sources of information which will aid the student as a consumer throughout life.
4. Recognize and learn how to avoid pitfalls that could greatly reduce real income.
5. Develop the skills needed to solve new consumer problems as they arise.
6. Know the relevance of economic principles to personal economic competence and develop a basic economic understanding requisite for responsible citizenship.
7. Understand the different forms of economic organizations, including cooperatives.
8. Understand how our economic system operates; the relationship between business enterprise and individual economic decision-making; and the role of money in our economy.
9. Become aware of dependence on society for consumption and of reciprocal responsibilities.

10. Understand the economic principles that are essential for participation as a citizen and voter in resolving economic issues of local, state, and national importance; wise management of one's economic affairs; and performance as an efficient producer in one's occupation and profession.

11. Understand statistical tables and graphs as they relate to personal economic problem solving and decision making.

12. Understand the application of the principles and procedures of business to personal and family problems relating to earning an income; wise management of money and savings; protection from loss through insurance; procurement of a home; and to personal expenditures.

13. Have obtained greater satisfaction and benefits through proper utilization of economic resources.

14. Have the knowledge, attitude, and insight to become intelligent consumers of goods and services.

Course Content

Consumer education content and presentation must be oriented to students' current concerns and to the recognizable interests of themselves and their families. When this is done, students readily learn that consumer decisions must be based upon factual knowledge and the application of basic economic principles. Consumer education is preparation for living. It is setting goals and determining how time, money, and energy will be spent to reach those goals. Consumer education is a life-long process, but today's students need to be given direction in order to start on the right road.

Course Credits

One-half

Course Length

One semester or 18 weeks for 90 class periods

Course Location

11 - 12

North Dakota Secondary Course Code

03140

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 Week	About general principles of consumer purchasing.	THE STUDENT SHOULD:
	-consumer's role as a buyer -income -market -supply -demand -costs -role of profits -circular flow -decision-making -public policy	Gain knowledge, attitudes, and insights which will help them become intelligent consumers of goods and services. Understand that money must be allocated among many different needs and wants. Understand the effect of consumer behavior in the marketplace and on the national economy. Be able to identify the alternatives for which income can be used.
	-choices available in using resources for obtaining goods and services	Be able to evaluate alternatives determining consequences of choices made. Know how to obtain information about each planned purchase before making a decision.
	-factors which influence purchasing decisions -economic factors involved in prices and price determination -advertising and other motivational buying techniques -methods of paying for goods and services	Be able to understand the motivations which stimulate consumers to purchase. Be able to evaluate the sales promotional devices used to encourage purchasing. Be able to evaluate the soundness of information from various sources (including advertising) and use it effectively. Shop for a specific item in several stores, comparing quality, selection, prices, and store services.
	-techniques which lead to more effective consumer purchasing -planning purchases -comparison shopping (recognize standards of quality, reading labels, seals, tags, and instruction booklets, evaluating guarantees and warranties) -developing sound relationships with sellers and salespeople -use of cooperatives	Make a variety of decisions for the purchases of groceries, a stereo recording machine, a car, or a sports jacket. Plan their time and energy in shopping to save money and improve buying skills. Recognize how individual consumer decisions affect economic activity. Investigate and report on the advantages and disadvantages of buying from mail order houses, discount stores, specialty shops, department stores, chain stores, vending machines, and door-to-door salesmen.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		Determine what characteristics to look for when buying a transistor radio, golf clubs, a typewriter, school clothes.
		Investigate, evaluate, and report on sources of consumer information, i.e., advertising, sales people, business and government publications, magazines, books, and unions.
		As a committee, investigate private associations, business organizations, and government agencies that serve consumers, and describe services provided.
		As a group, study and report on the buying incentives and advantages and disadvantages (trading stamps, premiums, coupons, prizes, contests, etc.).
		As a group, collect labels for every type of merchandise possible and mount them as a display explaining the different types of information available from labels.
1 Week	Budgeting or managing money. -values and goals -needs and wants -decision-making	THE STUDENT SHOULD:
		Develop the understanding, knowledge, skills, and attitude necessary for making rational decisions in using income and other resources.
		Become capable of setting priorities on personal needs, wants, and goals.
		Be able to make wise decisions in the use of economic resources to meet needs, wants, and goals.
		Through discussion questions, develop the meaning of any or all of the following terms: goals, needs, wants, values, resources, income, real income, money income, attitudes, economic conditions, economic activity, expenses, keeping records, living standard, level of living.
		Set up a spending plan for one of the following: "My senior year in high school; my first year in college; my first year on the job; and, our first year of marriage." Plans should include realistic goals, income and expenses. Students can estimate

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		what expenses will come up for each situation, how much income they will have, and what goals will be important to them.
		Write down how they remember spending their money over the last week. Then keep a trial record of how they actually spent their money during the following week. At the beginning of the third week, compare the two and work out a spending plan.
		Form into groups, on the basis of their interests, select one of the following projects for investigation, and report to the class. 1. "Have Budget, Will Study."--Investigate costs at one or several colleges and plan a budget for college expenses. Include personal costs during the first year of college. 2. "Price Tags on Wedding Bells."--Investigate costs and develop a budget plan for low cost, a moderate cost and an elaborate wedding. Make an evaluation of these based on the reaction of each member of your group, discussing alternate uses of funds available.
		Use role-playing to dramatize decision-making--a couple planning to meet the costs of their first child, a couple discussing pros and cons of the wife working, a family planning the use of income for one year.
		Collect and evaluate all of the different kinds and types of budget forms from banks, credit unions, finance companies, and other sources. Select from among these, or develop their own budget system as a group, and report to the class which is most suitable and why.
		Study and discuss budgeting for families with irregular income, families with a double income, and newly married couples.
2 Weeks	Using consumer credit wisely. -what is consumer credit	THE STUDENT SHOULD: Be able to recognize the significant function of consumer credit in our economy.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-advantages and disadvantages -kinds of consumer credit -forms of credit agreements -installment credit agreements -revolving charge agreements -establishing credit -using consumer credit wisely -cost of using credit -places to borrow -lenders -banks -consumer finance companies -credit unions -life insurance companies -consumer credit laws -loan laws of North Dakota -Consumer Fraud Act of 1961; 1961 Amendments -Retail Installment Sales Act of 1967 -truth-in-lending legislation	THE STUDENT SHOULD: Learn to appreciate the values as well as the obligation involved in the use of credit. Know that credit costs money and understand the expenses involved in providing this service. Visit different retail establishments, i.e., a jeweler, a department store, an automobile dealer, a motorcycle dealer, a furniture store, a mail-order outlet. Obtain all facts on the purchase of an item on an installment plan. Use role-playing where members of a family have over-extended their credit and are trying to work themselves out of this financial problem. Know which retail stores do not extend credit to consumers and why not.
1/2 to 1 Week	Buying goods. -eating and good buying habits -factors affecting the food budget -number of persons, size, sex, activities -family income	THE STUDENT SHOULD: Develop the ability to buy nutritionally adequate food within the family food budget. Understand local, state, and federal food regulations and laws. Learn to use labels, brands, grades, sizes, and prices as guides in buying goods.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-family food patterns -amount of entertaining -price variations -shopping and cooking skills	THE STUDENT SHOULD: Develop the knowledge required in planning, buying, storing, preparing, and serving food.
	-consumer aids and information -publications -governmental services -legislation	Survey the kinds of foods on which the teenager spends money, as a panel of parents and students discuss the proportion of income families spend on food. Accompany parents, relatives, neighbors, or friends on food shopping trips as a silent observer. Keep in mind impulse buying.
	-wise buying practices -budgeting -packaging -labeling -grading -advertising	Analyze food budgets for several family types (newlyweds, single persons, families with young children, families with teenagers, families on welfare, food stamps, etc.).
	-food principles relating to the consumer -planning -buying -storage -preparation -serving	Listen to a retail food merchant talk on his observation of shoppers. Compare commercially prepared foods with home prepared foods. Compare cost per unit of measure for various forms of food: frozen, fresh, canned or dehydrated. Use radio and television to learn of seasonal food bargains and thrifty food management. Set up a display of common can sizes and equivalents, or plan a bulletin board on costs of convenience foods.
1/2 to 1 Week	About buying clothing. -wardrobe planning -individual job requirements -social and recreational satisfaction -family needs -available funds	THE STUDENT SHOULD: Understand that an individual can dress well even though he may not have much money. Develop the ability to analyze one's clothing needs and plan a clothing wardrobe.
	-performance of fabric in relation to fiber and finish -classification of fibers and their characteristics	Learn the principles of clothing selection and acquire ability to use these principles in selecting a wardrobe that is both attractive and functional.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-construction of fabric -textile finishes -care and maintenance of wardrobe -daily care -laundering, dry cleaning, stain removal -seasonal care and storage -minor repairs	THE STUDENT SHOULD: Be able to use standards for judging the quality of construction in ready-made clothing. Understand fibers used in clothing and the relation of the fiber to clothing construction. Become familiar with consumer information and protection as related to textiles and clothing. Be able to appreciate the importance of the proper care and repair of clothing. Discuss items that are included in a suitable wardrobe. Take inventory of his wardrobe, listing items, colors, etc. Study how many different clothes combinations are available. Make a bulletin board of advertisements. Analyze those materials which add and which do not add to consumer information. Discuss: Why do so many people say, "I have nothing to wear" even though their closets are filled with clothes. Make a collection of labels taken from garments recently purchased. Analyze the information which they offer. Discuss principles of budgeting for clothes. Factors that determine how much is spent for clothing and what is gained by having a plan should be discussed. Report on different ways clothing may be purchased: time payment, cash, charge accounts, flexible charge accounts, layaway. Conduct a survey on cost of wardrobe maintenance.
1/2 to 1 Week	About buying furnishings and appliances. -factors affecting choices in furnishings and appliances	THE STUDENT SHOULD: Develop the ability to make wise decisions in the selection of home furnishings and appliances.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-stages in family life cycle -size of family and ages of members -money available -occupations and interests of family members -values and goals	THE STUDENT SHOULD: Understand the importance of planning how much will be spent for furnishings and appliances. Appreciate good quality in furnishings and appliances.
	-principles of color and design	Develop an interest in selecting furnishings that reflect personal tastes.
	-buying furnishings -social and psychological needs -personal preferences -construction -harmony in line, color and design -cost and kinds of payment	Develop the ability to select and arrange furniture to meet personal and family needs. Understand the special requirements for appliances. Recognize that planning the purchase of large and small appliances involves all the costs related to buying, operating, and servicing the equipment.
	-arranging and caring for furnishings	Discuss with the economics teacher and industrial arts teacher furniture styles, designs, construction, etc.
	-buying appliances -equipment needs -construction -comparative costs -installation and use -care and servicing -customer information and protection	List the furniture found in most homes, and divide the list into needed and luxury items. Make a list of furniture for a beginning family. Using catalogues, estimate the cost. Summarize by giving reasons for choice of these items. Visit a local furniture store. Investigate different styles and qualities and learn how to evaluate each. Use role-playing to dramatize buying a major piece of furniture or equipment. Consider operating and servicing costs. Collect and discuss warranties, guarantees, seals, labels, and tags from appliances and household equipment.
1 Week	About buying services. -selecting a service organization -paying for the services	THE STUDENT SHOULD: Develop an awareness of the importance of shopping carefully for services.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-understanding consumer rights and available protective agencies	THE STUDENT SHOULD:
	-professional services (medical doctors, dentists, lawyers)	Recognize that services include those of professionals in health, legal, and other areas.
	-repair services (TV sets, cars, record players, appliances and equipment)	Understand the importance of dealing only with persons and organizations in whom you have confidence and trust.
	-personal services (laundries, dry cleaners, beauty shops, barber shops)	Appreciate the necessity of following instructions in operating equipment to prevent unnecessary repair bills and to avoid early replacement.
	-financial services (insurance, banking, credit, investments)	Have an awareness of information and consumer aids that are available and necessary in making intelligent choices in the area of services.
	-household help (child care, yard care)	Make a list of all the services purchased during a school year. Total the amount. Compile class findings to determine in what areas services are most frequently needed.
	-procedures suggested to minimize servicing and repair costs	Select a repair service for an appliance that is out of order.
	-keep important records (bill of sale warranty, service contracts)	Make a compilation of all the information refering to care and service that they can find on labels, tags, seals, packages. Note government grade and inspection seals. Compare guarantees and warranties.
	-read and keep instruction booklet	Role play an interview situation of hiring an individual for household help, child care, or yard care. Noting the price to be paid for the services, explain what is to be done, etc.
	-check the installation of equipment	
	-make routine check and investigate before calling service man	Explain what is meant by "preventive maintenance" and what basic equipment repairs can be made at home by men or women. Also demonstrate several basic repairs.
	-give essential facts about appliance and problem when calling for service man	Give examples of "no extra charges" services.
		Compare the price of a single item in each of the major types of retail stores. To what extent do they differ? Which offers the best selection, service, warranty, etc.?

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		Listen to an executive from a local department store or visit the store to determine all the services available. Pool all class information. Debate pro and con--"You should patronize your neighborhood store."
		From examples of warranties or guarantees, be able to answer: Does the guarantee cover the entire product or just part of it? Which part? Does the guarantee cover what it will do? How long does the guarantee last? How will the guarantor perform? Will he undertake to replace or refund in case of defects or failures?
		Be able to describe "lifetime guarantees" without qualifying terms.
1 Week	Purchasing and maintaining automotive products and services. -warranty -meaning of a term warranty -value of a warranty to a buyer -meaning of implied warranties -importance of time element -installment purchasing -methods of financing -principle types of automotive insurance -personal injury liability -property damage liability -basic and extended medical coverage -damage for bodily injury caused by uninsured motor vehicles	THE STUDENT SHOULD: List probable uses and overall cost of operating, maintaining, and servicing. Distinguish between needs and desires before signing a legal contract in purchasing an automotive product. Understand the difference between a warranty and guarantee. Become familiar with using a formula for determining the cost of operation. Know the formula: $\frac{\text{TOTAL FIXED AND VARIABLE COSTS}}{\text{ANNUAL MILEAGE}} = \text{COST PER MILE}$ Understand the methods and costs of financing an automobile or other automotive product. Understand North Dakota automotive insurance regulations, classification of the principal types of automotive insurance and costs involved. Realize that insurance is essential in owning and operating an automotive product.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-emergency road service -comprehensive -collision	THE STUDENT SHOULD: Make a market survey for reactions of adults who have bought both new and used cars. Listen to an independent auto mechanic explain and demonstrate testing procedures before purchasing an automobile. Prepare a report on "risk sharing" and the importance of insurance. Prepare a budget on automotive costs and keep an actual record of costs. The car can be family, personal, or a friend's unit.
1 Week	To use leisure time, money, and energy. -guideposts for leisure time activities -seek recreations that help others as well as oneself -select some recreations that one can continue and develop as one grows older -find recreation within one's means	THE STUDENT SHOULD: Become aware of the great number and variety of leisure time needs and wants. Become aware of leisure time opportunities and facilities in their community and nearby area. Learn to include leisure time costs in their money management. Write a short report on a memorable day of leisure time within recent months. State the time, location, activities, cost, and why the day will never be forgotten. Indicate if they are planning to buy goods or services for leisure time in the near future, listing what stores or places could the activity be purchased, the approximate cost, additional supplies and/or service and where they can obtain helpful information before he buys these goods and services. Report orally or in writing the information about a leisure time activity as reported in a consumer magazine. Inquire about the total cost of a vacation: the family summer and/or holiday vacation, travel or camping.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		Form a panel to consider the following concept: Future years will bring more leisure time. Economists say that man may work only twenty hours a week in the year 2000. Discussion on how they are preparing for that day may be used.
		Investigate "Go now. Pay later." arrangements for travel as to the costs of the plan and the pros and cons.
1 Week	About renting or owning a home. -determining amount that can comfortably be spend on housing -deciding whether to rent, buy or build -evaluating housing to meet needs -heating -home wiring -plumbing -air conditioning systems -selecting specialists to help one find suitable housing and finalize the transaction -financing housing -property and liability insurance -selecting a mover and preplanning your move	THE STUDENT SHOULD: Realize that housing needs vary with changing stages in the life cycle. Recognize legal aspects of renting, buying and building. Work out problems to discover how the cost of housing rises with a reduction in the down payment and an extension in the duration of the loan. List what they consider the various responsibilities of the home owner. Visit financial institutions in the community to determine the current availability of mortgage credit. Determine from the real estate advertisements in the newspapers the prices at which various types of housing are being offered for rent and for sale. Find out about job opportunities in the field of housing, noting the variety of types and requirements for the job. Select one of the following for a short report: -basic principles of good arrangement in a home -storage space in the home -effective use of color in the home -compare types of heating -the mobile home -local building codes -zoning requirements -movable partitions

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		-FHA Home Improvement Loans
3 Weeks	How to make use of insurance.	THE STUDENT SHOULD:
	-insurance--the idea and its implementation	Have an understanding of insurance principles and practices.
	-types of life insurance	Appreciate the economic values of insurance.
	-types of health, automobile and property insurance and their relative importance in planning a program of insurance	Recognize the range of choice open to the life insurance buyer and learn the basis for making choices among alternatives.
		Know the characteristics and uses of various types of health, automobile, and property insurance and be able to determine their relative value in relation to needs.
	-how to plan a personal or family insurance program within budget limitations	Realize the kinds of social insurance available (unemployment, workmen's compensation, old age, survivors, medicare) and understand their place in a personal insurance program.
		Obtain an insurance contract, read it carefully and discuss good and limiting features.
		Check to see if the family property insurance covers their personal possessions such as bicycles, typewriters, recorders, etc., against destruction and theft.
		Know how to use credit cards, and find out if they are covered for the loss from its misuse by one who steals it or finds it.
		Be aware of the advantages and disadvantages of expanding social insurance as it has expanded in Great Britain or Sweden.
		Report on the provisions for medical insurance, i. e., Blue Cross and Blue Shield.
		Study the advantages of not having your insurance cover the first fifty dollars of loss.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD:
		Learn what types of automobile insurance should be carried even though they are not required by law.
		Study the insurance laws of North Dakota.
2 Weeks	Savings and investments. -stages in the life cycle as they apply to objectives or goals for use of income -rate of return -safety -availability -outlets for savings -bank accounts -stocks and bonds -savings and loan associations	THE STUDENT SHOULD: Gain knowledge, attitudes, and insight into the various types and kinds of savings and investment outlets. Develop an understanding and appreciation of the importance of selecting worthwhile or desired goals in the establishment of a savings plan. Recognize that education is an investment in yourself; that purchasing durable goods is an investment in living; and that budgeting income producing assets is putting money aside, hopefully, to produce additional income. Acquire basic understandings and attitudes of the importance and contributions attainable through planning for financial security and well-being.
	-outlets for savings -bank accounts -stocks and bonds -savings and loan associations -credit union shares -annuities -insurance policies -pension and retirement plans -government securities -consumer cooperatives	Become acquainted with the different ways of saving money and to acquire a familiarity of the special characteristics of these different ways. Be knowledgeable of the many forms of investments available and the amount or kinds of returns resulting from each. Realize how savings can help them reach their goals.
	-ways to invest	Acquire a basic understanding of investments. Understand the concept of financial security. Select and report on one of the following: savings accounts, government bonds, credit union shares, life insurance policies, annuities, pension and retirement plans.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		THE STUDENT SHOULD: Select one business firm appearing on the New York Stock Exchange and prepare a brief report of its purpose, type of product(s) or service(s) involved, earnings for last three years, and a general statement of the potential for future earnings. In small groups plan and report on investing a definite amount of money. Reports should include the objectives of the investment, expected outcomes, growth possibilities, risks, etc. In small groups report on a savings or investment program for a college student, a newly married couple, a family with two young children, and a retired couple. Present these to the class for suggestions, recommendations, and comment.
2 Weeks	Consumer taxes. -local taxes -real property -personal property -utility tax -retail sales tax -excise tax -county taxes -real property -personal property -state taxes (North Dakota) -retailers' occupational tax -motor fuel tax -motor vehicle license -public utility revenue tax -beverage and liquor tax -insurance fees and taxes -cigarette tax -withholding tax -game and fish licenses -liquor licenses	THE STUDENT SHOULD: Understand the scope of taxation. Appreciate the strengths and weaknesses of different taxes. Develop attitudes of concern, inquiry, and responsibility toward taxes. Understand the source of taxing powers and procedures for amendment of those powers. List the services that local, state, and federal governments offer to consumers. Participate in a panel on the topic: Consumer citizens can reduce taxes.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	-federal taxes -individual income tax -corporation income tax -excises taxes -estate and gift taxes -the role and scope of deficit financing as related to taxation	
1 Week	Consumer rights and responsibilities. -what are consumer rights -what are consumer responsibilities -consumer values and goals -consumer protection -professional associations aiding consumers -state departments of consumer protection -government protection of the consumer -consumer responsibilities toward education	<u>THE STUDENT SHOULD:</u> Know how individual decisions affect our economic system. Understand how consumers can protect their rights and accept their responsibilities. Learn how to make the best use of the aid and protection afforded the consumer by business, government, and independent agencies and organizations. Develop an appreciation of the economic value of an education to the individual, to the community, and to the nation. As part of a committee, report on current consumer issues, i.e., prices, advertising, unions, and government regulations. From newspapers or magazines report on controversial consumer issues and proposals for solving them.

POSSIBLE BASIC TEXTBOOKS ✓

Warmke, Roman F., Wyllie, Eugene D., Sellers, Beulah E., <u>Consumer Decision Making Guides To Better Living</u>, South-Western Publishing Company, 1972.

Warmke, Roman F., Wyllie, Eugene D., Wilson, W. Harmon, <u>Consumer Economic Problems</u>, Eighth Edition, South-Western Publishing Company, 1971.

Wilhelms, Fred T., Heimerl, Ramon P., Jelley, Herbert M., <u>Consumer Economics</u>, Third Edition, Gregg Division/McGraw-Hill Book Company, 1966.

DATA PROCESSING

Course Description

Introduction to data processing is an orientation course in which students are introduced to data processing methods, utilizing manual, mechanical, electro-mechanical, and electronic processes. Students should understand the demand for improved data systems in business and other fields. The course also includes a general introduction to computer programming and a study of the computer and society.

Course Objectives

1. To develop an understanding and an appreciation of the importance of information handling.
2. To learn a brief history of data processing starting with the first data processor--the human.
3. To acquire a basic knowledge of the four methods of data processing--manual data processing, mechanical data processing, punched card data processing and electronic data processing.
4. To have students become familiar with the most commonly used machines in information handling.
5. To develop a knowledge of the mechanical system of automatic data processing.
6. To provide an understanding of the machines and methods used in performing business problems in a computer oriented system.
7. To learn various applications of the electronic computer.

8. To provide an understanding of the machines used in solving business problems in a computer oriented system.

9. To give the student an understanding of methods and procedures used in defining business problems.

10. To provide the student an opportunity to understand the computer concepts of programming and coding (Binary--Hexidecimal and Octagal system).

11. To give the student a basic understanding of the operation of the electronic digital computer.

12. To provide information concerning systems and procedures in automatic data processing.

13. To provide information concerning analysis and design of an integrated data processing system.

14. To provide information concerning personal and professional characteristics, education, and training necessary to enter the field of data processing.

15. To provide guidance for interested students who desire a career in the field of automatic data processing.

16. To provide an insight into the future of automation and automatic equipment.

Course Content

This course should be designed so that no machines other than possibly a keypunch will be necessary for use during the course. However, visual aids in terms of charts, slides, and movies can and should be used to supplement the text and other student materials used. During this course the student should learn basic communication with machines as he learns to speak and read the language of automation. The student should learn how to plan card fields for recording information and how to interpret data in code form. The different methods of using punched cards, punched paper tape, magnetic tape, and marked-sensed cards in processing data are explored. Arithmetic problems are solved in binary code. Simple programs are written first in human language, then in a machine language, and finally in a symbolic language. The importance of block diagrams and elementary flow charting is demonstrated through practical application exercises.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester for 90 class periods.

North Dakota Secondary Course Code

03024

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	The history and evolution of data processing.	THE STUDENT SHOULD: Be able to give the four types of data processing methods with examples. -manual methods (origination, input, processing, output) -mechanical methods (origination, input, processing, output) -electromechanical methods (origination, input, processing, output) -electronic methods (origination, input, processing, output) Realize that the human being was the first data processor. Understand the relationship between mental computation and evolution to high speed electronic computers. Understand the use of machines and other devices to facilitate data processing. Realize man's need for faster and more accurate devices to take over the great amount of routine mathematical calculations in modern science and business.
5 weeks	The use of tabulating cards and tabulating card equipment.	THE STUDENT SHOULD: Learn the development of the tabulating card and mechanical tab card equipment. Study a brief history of tabulating cards and equipment. Learn the data processing cycle and media. -origination (types of source document, reasons for accumulation of data) -input--systems and media (punched card, punched paper tape, magnetic tape, discs, drum and microfilm, card read/punch, plotter, data converters, OCR and MICR, and cathode ray tube) -manipulation (computation, storage and retrieval, classifying, sorting, and summarizing) -output--systems and media (printouts, punched cards, punched paper tape, magnetic tape, discs, drum, microfilm)

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Learn the functions of data processing and tabulating card equipment. Discuss: -origination of data -processing of data -output of data Understand the tabulating card. They should know the basic types of tabulating cards, card fields, and card designs, (card types, edges and faces, columns and fields, Hollerith code). Have an understanding of tabulating card equipment. Be familiar with the card punch and verifier, knowing its functions (alphabetic and numeric punching, card planning and layout, the program card) and should also know how to punch and the purpose of a program card. Understand the verification process and its importance. Become aware of job opportunities using tabulation card equipment. Understand the functions and operations of an interpreter. Become acquainted with the workings of the sorter. Stress its functions, operating procedures (numeric, alphabetic sorting, and block sorting). Become familiar with the functions and operating procedures of the collator (matching, merging, selecting, sequence checking, collating). Understand the functions and operating procedures of the accounting machine; with emphasis given to printing, counters, selectors, summary punching, group control, and the forms printed. Conduct a summary over all previous material covered in relation to the tabulating equipment.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Become acquainted with the Accounting Machine (printing and listing, detail and group printing, accumulating totals, summary punching, the control tape). Become familiar with the Reproducer (gang punching, summary punching, mark-sense punching, reproduction).
2 weeks	The use of electronic computers.	THE STUDENT SHOULD: Discuss career opportunities using computers. Understand types of computers (digital, analog) and applications (simulation, real-time, delayed time). Study components of a computer system. -source documents -input -manipulation (storage-retrieval, arithmetic/logic, control unit) Discuss the functions and speed of working arithmetic problems.
4 weeks	Computer programming.	THE STUDENT SHOULD: Learn the definition of programming. Discuss programming procedures. -analysis of problem and equipment -flow charting (logic, document flow, symbols, branching and looping) -binary code (number representation, computations) -coding (source programs, compiler programs, object programs, debugging) Understand the computer operation. At this point the instructor should choose a type and model of a computer and symbolic language with which he is familiar to explain to the students. Become acquainted with the input-output phase of computers. Discuss type, speed, and capacity.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Describe the types of information and representation, such as: binary, octal, and decimal. Know the methods of programming, with emphasis on symbolic languages and procedures.
3 weeks	Systems analysis and design.	THE STUDENT SHOULD: Understand systems concepts. Learn the importance of obtaining information. Know how to improve the results of the system and plan an overall integration. Realize the importance of planning for each application. -function charts -process charts -controls -block diagrams -flow charts -computer procedural writing Have a brief understanding of the maintenance of equipment. Learn the procedures of training operating personnel.
1 week	The social aspects of automatic and data processing.	THE STUDENT SHOULD: Learn the importance of automation and data processing and its impact on business, science, mathematics, and education. Debate the issue of automation and data processing causing mass unemployment. Explore job opportunities in data processing. Stress the jobs available and the education required. -key punch operators -data typists -media converter operators -console operators -tape librarians -programmers -systems analysts Discuss evasion of privacy created by the computers.

TEACHING SUGGESTIONS

1. Field trips to businesses and industries using E.D.P. equipment with a demonstration of the various E.D.P. equipment.

2. Have student reports on E.D.P.

3. Use of films and filmstrips to illustrate usage of E.D.P. equipment.

4. Students may code their names and other information into a mark-sense card to facilitate learning the Hollerith code. Later on, the reproducer may be used to print out the coded information in a given order.

5. Overhead projector transparencies are helpful to locate the parts of the machines and to aid in discussing the operations and functions of such machines.

6. A research project relative to the different kinds of data processing equipment and its many manufacturers teaches students how to gather information from outside sources.

7. Guest speakers, including former graduates, may be invited to enrich a particular unit or to discuss data processing opportunities in general.

8. Demonstrations by the manufacturers of the equipment in the classroom stimulates additional interest.

9. Field trips to data processing installations are almost a necessity, as they provide students with the opportunity to see all types of equipment in operation. Elicit cooperation from business to provide a computer, punched cards, tabulator printouts, control panel, and simulated management games.

10. A file maintained by the students containing magazines and newspaper articles, cartoons, and samples of punched card materials, i.e., utility bills, stimulates an awareness of the impact of data processing.

11. Written, explicit behavioral objectives that are communicated to the students should be used as the basis for examination. Filmstrips with sound or a slide program coordinated with a tape recording serve as excellent devices to help individualize instruction, particularly so because of the heavy emphasis on demonstration.

12. A task sheet or time diary kept by data processing personnel on the job is an excellent source of firsthand information about specific jobs and may be obtained with no more effort than a phone call.

POSSIBLE BASIC TEXTBOOKS

Awad, Elias M., Business Data Processing, Prentice-Hall, Inc., 1968.

Robichaud, Beryl, Understanding Modern Business Data Processing, Gregg Division/ McGraw-Hill Book Company, 1966.

Wanous, S. J., Wanous, E. E., Wagner, Gerald E., Fundamentals of Data Processing, South-Western Publishing Company, 1971.

FILING AND RECORDS MANAGEMENT

Course Description

The principal objective of filing should be to equip the student with knowledges and skills needed for filing, storing and retrieving of recorded information. Emphasis should be placed on a wide range of study and experiences such as filing systems and their management, storage, and retrieval of business records, rules of indexing, evaluation of various methods of filing, uses of filing equipment and supplies, automated filing procedures, the operation of an efficient records system; including forms design, and transfer and disposition of records.

Course Objectives

1. To develop the techniques and mechanics of indexing and filing basic to records handling.

2. To develop a sense of system and order necessary to maintain records in the business office.

3. Choose an appropriate filing system to use in any given situation.

4. To be able to set up the most common systems of filing in use today.

5. To learn some of the new concepts in records management such as microfilming and soundex.

Course Content

Basic rules for indexing and filing; purpose of filing and records control; alphabetic correspondence filing; other filing methods; records management; data processing and microfilming.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester of 18 weeks for 90 class periods of 55 minutes

North Dakota Secondary Course Code

03080

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-3 weeks	Purposes of filing and records control. -reasons for storing records -need for retrieval and reference -job opportunities	THE STUDENT SHOULD: Do outside reading, and discuss in class such topics as cost, time, space and facilities and analysis for appropriateness of system. Be able to illustrate and discuss different filing job opportunities. Visit large offices and observe filing systems and filing routine. Explain and compare basic systems of filing in use today. Be able to name filing systems used by firms and government agencies. Illustrate and compare different filing systems. List advantages and disadvantages of each system. Know the importance of accurate handling of records.
2 weeks	Basic filing rules for indexing, coding and cross-referencing.	THE STUDENT SHOULD: Prepare 3 x 5 index cards as they would be typed for filing. Arrange the cards in proper filing order. Learn proper handling of file folders. Prepare actual letters for filing. Prepare and work with cross referencing forms and devices.
2-3 weeks	Alphabetic correspondence filing. -organization -procedures -controls -types of alphabetic systems	THE STUDENT SHOULD: Give repeated exercises in filing systems, using card-size individual packets. Discuss arrangement and neatness in filing. Work with actual letter-size and legal-size files.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Complete a filing kit.
2-4 weeks	Other filing methods. -numeric -alpha-numeric -geographic -subject -alpha-numeric subject	THE STUDENT SHOULD: Prepare a list of offices in the community that might use each of the different filing methods. Know what kind of subject files are kept in different offices in the community. Prepare a set of file folders for use in an office in the school using one of these filing methods.
3-5 weeks	Records management. -transfer and storage equipment, transfer methods, records retention policies, protection of records, disposing of records -analysis techniques for determining how to establish a filing system	THE STUDENT SHOULD: Know the different types of filing cabinets and other records equipment and discuss the use of each. Secure brochures from companies that illustrate the latest equipment available. Choose filing equipment appropriate for a given situation. Visit several equipment suppliers. Lay out an office with major emphasis on filing cabinets and equipment. Present to the class a particular type of equipment. Conduct a community survey on types of equipment as an independent study activity.
1 week	Data processing and microfilming. -punched-card systems -integrated data processing -microfilm retrieval	THE STUDENT SHOULD: Discuss previously learned data processing concepts as they apply to storage and retrieval of records. Learn how data is processed electronically. Learn how material is microfilmed. Know the terms involved in microfilming and electronic data processing.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1 week	Commercial filing systems. -Variadex -Triple-Check Automatic -Safeguard Index -Soundex	THE STUDENT SHOULD: Describe various commercial systems of filing and state the advantages and disadvantages of each. Prepare a presentation for the class on some phase of commercial filing. Arrange materials for filing under each system. Take part in repeated exercises in arranging and filing various materials. Code materials for Soundex systems.

TEACHING SUGGESTIONS

1. Prepare a bulletin board showing illustrations of filing equipment (all clearly labeled) and samples of filing supplies.

2. Select one or two students to report on their observations of school records and school filing equipment.

3. Have each student list items filed in the home and the filing equipment used.

4. Prepare a bulletin board display showing the right way to use filing materials.

5. Arrange a class trip to the filing department of a large business office.

6. Prepare a bulletin board arrangement illustrating proper indexing and filing of personal names.

7. Use the board to index the names of class members.

8. Select fourteen names from the telephone directory, each name exemplifying one of the filing rules. Have students write them as they are indexed in the directory.

9. Have students index the names of stores or offices in one block of a neighborhood shopping area.

10. Discuss the application of cross-referencing as found in the students' own experience, i.e., Readers' Guide, telephone directory and library card catalogue.

11. Have the students list various types of businesses which they feel would make use of numerical filing.

12. Use a bulletin board display to show one arrangement of material filed geographically and another by subject.

13. Discuss the adoptability of geographical and subject filing for various types of business organizations.

14. Invite speakers to discuss the latest trends in filing and filing equipment.

POSSIBLE BASIC TEXTBOOKS

Bassett, Ernest D., Agnew, Peter L., Goodman, David G., Business Filing and Records Control, Third Edition, South-Western Publishing Company, 1964.

Kahn, Gilbert, Yerian, Theodore, Stewart, Jeffrey R., Jr., Progressive Filing, Eighth Edition, Gregg Division/McGraw-Hill Book Company, 1969.

GENERAL BUSINESS

Course Description

Subject matter designed to make available to all pupils an introductory study of business, including (1) an understanding and appreciation of the nature, scope, and functions of the business-economic system in meeting consumer needs and wants; (2) an understanding of economic principles and desirable business practices which should be followed by consumers in the wise handling of their business affairs; and (3) an understanding and appreciation of career opportunities which are to be found in business occupations.

Course Objectives

1. To develop an understanding and appreciation of the important part that business plays in our daily lives.
2. To develop the ability to use business services intelligently.
3. To provide guidance for those students who are interested in entering business as a career.
4. To provide a sound foundation for those who plan to take specialized business courses.
5. To provide all students with the tools for better personal living in their social and economic life.
6. To provide all students with exploratory business experiences of vocational guidance value.
7. To develop a working business vocabulary.

8. To develop economic literacy through an understanding of the democratic relationships of the individual with a business, the individual with government, and business with government.

9. To give the training which is needed for intelligent participation in those everyday activities of business that concern all individuals.

10. To upgrade competency in the skills needed for wise consumption of economic goods and services.

11. To provide a background for advanced study and specialization in business education.

12. To prepare students for the wise management of their financial resources, including their current income, savings, and credit.

13. To present facts concerning opportunities in the business world, emphasizing that the better one's education, the greater are the opportunities for employment and advancement.

14. To help the student understand and appreciate our free enterprise system and economic way of life.

Course Content

The purpose of General Business is to enable the student to understand the principles and procedures of business for everyone; whether or not the student contemplates a career in business. The course should cover the fundamentals of bank transactions, handling of money, keeping of records, buying, selling, borrowing, and other business activities performed by everyone. When the course is completed, the student should have a picture of business in its economic setting, as well as an understanding of the relationship of business services and functions as they affect the individual as a consumer and as a producer. Some topics that should be covered are: What is business; business and our economic system; money and banking; personal financial problems (budgeting); consumer buying; making effective use of consumer credit; building financial security (savings and investments); sharing economic risks (insurance); earning an income (career orientation); the economics of government, labor, and business; and, understanding our free enterprise system.

Course Credit

One (One-half credit may be offered by requesting permission from the Department of Public Instruction.)

Course Location

9 - 10

Course Length

One year or 36 weeks for 180 class periods

North Dakota Secondary Course Code

03010

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	What is business.	THE STUDENT SHOULD: Understand the difference between wants and needs. Understand the meaning of business. Understand the difference between goods and services. Understand the concept of scarcity of economic resources. Understand the economy and the basic economic system of our country.
1-2 weeks	Business and our economic system.	THE STUDENT SHOULD: Understand our capitalistic system. Understand the private enterprise system including profits, profit motives, and competition. Understand other economic systems such as socialism and communism.
4-5 weeks	Money and banking.	THE STUDENT SHOULD: Understand the personal, social, and business services that a bank renders as a financing agency in the community and in our economic system. Have the ability to make intelligent use of checking account services. Understand our Federal Reserve system. Know how to use special checks, money orders, and all ways of rendering payment. Know how banks get the money they lend. Know the types of loans available. Understand the use of traveler's checks. Understand the difference between the savings and the checking account.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Understand money substitutes. Know how to arrange canceled checks into groups by endorsements.
4-5 weeks	Personal financial problems (budgeting).	THE STUDENT SHOULD: Understand the part that planning plays in good money management. Understand the use of budgets and records by individuals, families, and organizations. Know how to plan the use of income. Know how to manage a budget. Understand how good money management involves earning a satisfactory income, wise buying, proper use of what is bought, as well as saving a part of the income earned. Understand the importance of meeting financial obligations and establishing a good credit rating. Know the advantages of buying for cash, and buying on credit.
1-2 weeks	Consumer buying.	THE STUDENT SHOULD: Understand how incomes are spent, how to buy wisely, the services provided to consumers, and how distribution serves the consumer. Know that consumers spend differently depending on their value systems and their total incomes. Know that total incomes have risen rapidly and understand the reasons for this progress in our society. Understand the role of marketing in a free-market economy. Understand the legal aspects of the buying process and the rights of both buyers and sellers.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
4-5 weeks	Making effective use of consumer credit.	THE STUDENT SHOULD: Understand how credit may be used most advantageously in personal business transactions. Understand the nature and the use of different kinds of business credit forms. Learn the ability to calculate simple interest.
4-5 weeks	Building financial security (savings and investments).	THE STUDENT SHOULD: Understand the importance of personal savings. Know how to plan a savings program, handle savings accounts, and invest in bonds and stocks. Understand why a personal savings program should be started early in life. Know possible methods for investing their savings. Know investment features of stocks and bonds. Understand the problems involved when home ownership is made a part of the investment program. Know the effect of changes in the price level in different kinds of investments. Know how to establish an investment portfolio. Know how to keep a personal income and expense record. Learn how to construct and interpret the family budget. Understand that the economic well-being of the individual or family can be enhanced by careful planning of expenditures.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Understand that a systematic method of record keeping is needed to show the amounts owed by and owed to an organization. Know the advantages or disadvantages of renting or owning a home.
5-6 weeks	Sharing economic risks. (insurance)	THE STUDENT SHOULD: Know how to make decisions concerning: -automobile insurance -property and liability insurance -cost of life insurance -life insurance planning -health insurance -social security and pensions. Understand that a personal money management program should include protection against economic risks. Learn the different kinds of insurance that afford protection against major economic risks. Learn the types of risks encountered by the average citizen. Understand the value of life insurance as a means of accumulating savings as well as a means of protection.
2-4 weeks	The economics of government, labor, and business. -taxes -labor -management relations	THE STUDENT SHOULD: Learn the advantages of our economic system. Learn the role of American labor in our economy. Learn how government works with business. Know how we pay for government services. Understand the organization, ownership, and management of business enterprises. Understand the role of the American worker in our economic society. Learn the basic reasons why people form organizations and the advantages and dangers in such organizations.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Know that a reasonable profit is the reward for initiative and risk-taking. Know that the success of our economic system depends heavily upon the abilities and the efforts of the American labor force. Learn why government regulates certain business transactions. Understand that government services, such as national defense, highways, and education are financed chiefly by taxes levied on individuals and businesses.
2-3 weeks	Understanding our free enterprise system.	THE STUDENT SHOULD: Understand economic growth as measured by the gross national product. Learn the part economics will play in the future and the important part each student will have in forming a just economic system. Realize that everyone, regardless of his occupation, engages in business transactions and is continually using business services and products. Understand the nature of work that is done by businessmen and some of the problems faced in the business world. Learn how business organizations function in the production and distribution of goods and services. Know that many types of workers are needed in American business. See the need to give serious thought to the selection of an occupation. Learn types of business ownership and the importance of investment in a business to help it succeed. Discover the functions of local business establishments.

TEACHING SUGGESTIONS

The content and nature of Basic Business is such that the variety and scope of teaching methods is practically unlimited. The textbook should probably be used as a point of departure to help insure that no area is completely neglected. It should not be followed religiously, nor is it necessary to complete all the units in sequence. Materials the students collect for such items as projects, reports and bulletin boards could be the backbone of the course.

1. Conduct a preview of the unit or part of the unit to be studied (pre-test). This avoids spending too much time on material already familiar to the class.

2. The teacher should attempt to discover what information or misunderstanding students possess before studying the unit.

3. Explain the principles involved in the unit. Use examples from the community as much as possible.

4. Provide for a directed study period. Budget class periods for study, laboratory work, field trips and discussions.

5. Use the community as a laboratory. Have carefully planned field trips--either the entire class or small groups who report back.

6. Use multi-sensory aids. Timely films and filmstrips add student interest to the units.

7. Provide for various kinds of discussion periods. Classroom situations with the teacher directing the discussion is recommended. Committee or round-table type of discussion with chairmen in charge is also suggested. A summary discussion period should be aimed at integrating and organizing the separate knowledges, attitudes, skills, and appreciations gained.

8. Have the entire class become involved by preparing displays and exhibits, participating in discussions, and preparing and putting on demonstrations.

9. Follow court cases which involve personal business or consumer problems.

10. Compare store prices per unit for various items.

11. In the closing weeks of class, students should present summary reports on their career projects.

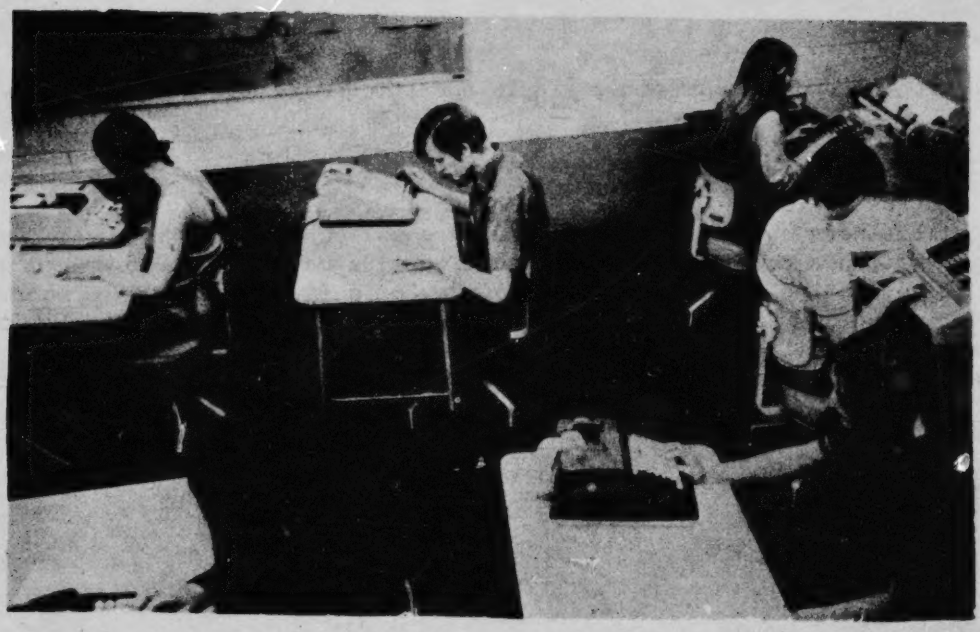
12. Use local resources to help demonstrate proper job interview techniques.

POSSIBLE BASIC TEXTBOOKS

DeBrum, S. Joseph, Haines, Peter G., Malsbary, Dean R., Crabbe, Ernest H., General Business For Economic Understanding, Tenth Edition, South-Western Publishing Company, 1971.

Polishook, William, Today's General Business, Ginn and Company, 1969.

Price, Ray G., Musselman, Vernon A., Hall, J. Curtis, General Business For Everyday Living, Fourth Edition, Gregg Division/ McGraw-Hill Book Company, 1972.



OFFICE MACHINES

Course Description

This course will give students a knowledge of and the ability to operate the most commonly used types of office machines that are available for processing business data.

Course Objectives

An office machines course should be geared for a wide range of student interests and abilities. Individual objectives should be selected for each student according to his career goal. The course should provide an opportunity for the students:

1. To operate the ten-key adding machine with speed and accuracy using the touch system.
2. To complete simple to complex problems on electronic and mechanical calculators.
3. To dictate effectively using dictation equipment.
4. To transcribe for final copy from transcription equipment.
5. To use the full-key adding machine.
6. To become acquainted with accounting machines.
7. To perform various duplicating operations on the mimeograph, fluid duplicators and photo copiers.
8. To operate efficiently special typewriters (variable type, right justification, long carriage, and proportional spacing typewriters).

9. To change ribbons and perform other simple operating maintenance tasks.

Course Content

Although course content in an office machines course should be based on a survey of local business equipment and practices, equal consideration should be given to office machines commonly found on a nation-wide basis: full-keyboard adding-listing; 10-key adding-listing machines; 10-key printing calculator; electronic calculators, printing and non-printing; key-driven calculator; rotary calculator; key punch machine; stencil duplicator; fluid duplicator; photo copy machines; offset machine; and, transcribing or voice machines.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester or 18 weeks for 90 class periods of 55 minutes

North Dakota Secondary Course Code

03051

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2-4 weeks	10-key adding-listing machines.	THE STUDENT SHOULD: Be able to compute addition problems containing five numbers of two to four digits each by using the ten-key adding machine at the rate of 100 digits per minute, in a five-minute period.
1/4 week	Full-keyboard adding-listing machines.	THE STUDENT SHOULD: Be able to add, subtract, and multiply with some degree of skill.
Varies with locality	Rotary calculators.*	THE STUDENT SHOULD: Be able to perform these functions: -addition -subtraction -multiplication -division -constant multiplication -decimals
Varies with locality	Key-driven calculators.*	THE STUDENT SHOULD: Be able to perform these functions: -addition -subtraction -multiplication -division
2-4 weeks	Calculators-electronic and mechanical.	THE STUDENT SHOULD: Be able to perform these functions: -adding of whole numbers -multiplication of whole numbers -subtraction of whole numbers -division of whole numbers -addition and multiplication of decimals -subtraction and division of decimals -percentage -cash discount -trade discounts in series -constants in addition and subtraction -constants in multiplication-double and accumulative in multiplication -constants in division-use of reciprocals -compared addition-use of complements -special short-cut techniques -auditing invoices

*Include only if your locality demands this type of training.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		-interest -credit balance -mark-ups -fractions -proration Be able to compute 20 multiplication and division problems within 20 minutes with at least 90 per cent accuracy. Be able to compute the extensions, gross amount, tax discount, and net amount for a twenty-item invoice in 20 minutes with an accuracy of 90 per cent by using an electronic calculator and printing calculator.
1/2 week	Posting and accounting machines.*	THE STUDENT SHOULD: Be able to perform these functions: -accounts receivable accounts -general ledger accounts -stock ledger cards -posting charges and credits simultaneously -error correction procedures
1-3 weeks	Key punch.*	THE STUDENT SHOULD: Understand these features: -card path-hopper, punching and reading stations, and stacker -alpha-numeric shift utilizing alpha typewriter keyboard with additional operational keys -numeric punching-dual keys -manual skipping with or without key -control punch-skip key-dash skip key -manual duplicating with duplicate key and use of column indicator-with program control-without program control -automatic skipping and duplicating-auto dup and skip switch-program card and code -alpha punching-within a programmed alpha field-within a numeric field-within program card and code -printing mechanism -error correction and error notation -prepunched card -partially punched card

*These machines may not be available in all schools offering an office machines course.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		-whole or verified card -keyboard locking and unlocking Be able to record alpha-numeric information from source documents by using a key punch machine at the rate of 150 strokes per minute for a five minute period.
1-3 weeks	The stencil duplicator.	THE STUDENT SHOULD: Be able to assemble a stencil. Be able to type a usable stencil. Know what the guide marks stand for. Be able to use writing plates, styli, drawing boards, shading plates, design plates, lettering guides, illustrations, and mimeoscope. Describe the purpose of the various styli. List different paper weights, colors, and grains. Demonstrate "fanning" and "jogging" paper. Differentiate the "feel" of fluid duplicator, mimeograph, and bond paper. Feel the rough side of the paper. Operate the mimeograph and properly file stencils. Understand machine operation, i.e., stencil installation, paper installation, inking, adjustments, counter, file folders, protective covers, drying and straightening copies. Understand stencils: number of copies, grades, sizes, error correction, and proofreading. Be able to use special mimeograph operations, i.e., slip sheeting, rerunning used stencils, colored ink, card feeding, block-outs, and collating.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Be able to use the mimeoscope, i.e., tracing, drawing, bondwriting, proofreading, and lettering. Be able to clean the mimeograph, cabinet, and stencils.
1 week	The fluid duplicator.	THE STUDENT SHOULD: Prepare a master, i.e., typing, drawing, writing, colored carbon, fiber or plastic backing, long-run, and "coated" carbon. Be able to use various correction methods: knife, correction tape, fluid, white pencil, and scotch tape. Be able to select paper, i.e., various grades, grains, and weights. Operate the duplication machine: fluid control, pressure, placement on cylinder, centering adjustments, counter, and straightening and stacking. Be able to clean and care for the duplicating machine. Know how to clean carbon off hands and clothes.
1/2 week	The offset duplicator.*	THE STUDENT SHOULD: Understand preparing a master, i.e., layout, paper master, aluminum plate, art work, selecting ink, and printing paper. Understand operating a machine, i.e., inking, solution, feed system, and color printing.
1/2 week	The photocopy duplicator.	THE STUDENT SHOULD: Understand the different methods of photocopy duplicating. Know the kinds of originals required for reproduction. Know how to care for the reproducing machines.

*May not be available in all schools.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2-4 weeks	The transcribing machine. The purpose of this unit is to develop ability to meet business standards of quality and quantity of production of transcription work on transcribing machines. Time spent on this unit perhaps should be longer than some of the others, since transcribing is one of the major duties in an office. Procedure should include a discussion and directed practice in the use of the various reference books helpful with transcription work.	THE STUDENT SHOULD: Know how to assemble and operate the machine-know proper handling and storage. Become familiar with various makes of transcribing machines. Type letters and envelopes as a review. Transcribe in mailable form letters of common business vocabulary from machine dictation at the rate of 30 words per minute for 15 minutes.
1-2 weeks	Special typewriters.	THE STUDENT SHOULD: Be able to adjust and operate special typewriters (automatics, variable type, right justifying, long carriage) for producing copy at the rate of 30 words per minute for a 3 minute period. Type business letters, manuscripts, and tabulated documents on a proportional spacing typewriter at the rate of 35 words per minute and at a quality considered mailable.

TEACHING SUGGESTIONS

1. Orientate the students to the classroom management, organization, equipment, supplies, business machines, and in general, the routine to be followed.

2. An office machines classroom should have ample space for each student to work and the equipment should be arranged in an office-like manner. The teacher will need to visit offices, read advertising literature, talk to salesmen, and see films to gain the knowledge necessary for discussing the many machines used in business today.

3. Office machines teachers need to be creative. It would be safe to say that there would not be two office machines classrooms that would be equipped in exactly the same way. Therefore, each teacher must organize the office machines program to best suit the needs of the local business community, the needs of the students, and the equipment available.

4. It is recommended that as much variety as possible be incorporated in the learning to avoid monotony. The utilization of actual business papers requiring the calculations possible on the office machines will be of great value.

5. Have carefully selected problems for each new machine technique assignment.

6. Provide an opportunity for the student to test his knowledge and understanding of each technique.

7. Provide learning opportunities for the students to improve their skill through a variety of problems involving the use of repetitive drills for mastery of techniques.

8. Provide opportunities for the student to apply the learned technique to typical business situations.

9. Provide for individual differences by assigning supplementary problem work which is approximate for the student's maturity and ability level.

10. Give each student an understanding of his responsibilities when working on a machine project.

11. Place on the work station, a step-by-step procedure for operating the machine.

12. Establish a procedure for distributing and returning supplies to their storage places.

POSSIBLE BASIC TEXTBOOKS

Cornelia, Nicholas J., Pasewark, William R., Agnew, Peter L., Office Machines Course Adding and Calculating Machines, Fourth Edition, South-Western Publishing Company, 1971.

Fasnacht, Harold D., Bauernfeind, Harry B., Vigen, Donald W., How To Use Business Machines, Third Edition, Gregg Division/McGraw-Hill Book Company, 1969.

Pasewark, William R., Duplicating Machine Processes Stencil and Fluid, South-Western Publishing Company, 1971.

Walker, Arthur L., Roach, J. Kenneth, Hanna, J. Marshall, How To Use Adding and Calculating Machines, Third Edition, Gregg Division/McGraw-Hill Book Company, 1967.

PERSONAL TYPEWRITING

Course Description

In this one-semester course, an opportunity is provided for the student to develop enough skill to type his own term papers and personal correspondence. The skill developed in Personal Typewriting, however, is not sufficient to prepare a student for office typing.

Course Objectives

1. To use the touch system (a systematic fingering of typewriting).
2. To develop the personal aspect of typing.
3. To form good work habits.
4. To develop the ability to use the typewriter as a writing tool.
5. To proofread accurately and correct errors with skill.
6. To typewrite manuscripts--themes, book reports, and term papers which include footnotes, title pages, tables of contents, and bibliographies.
7. To typewrite outlines as an acceptable form.
8. To apply to problem typing the basic rules of English usage and typewritten form (capitalization, punctuation, word division, correct spacing, correct expression of numbers).
9. To compose at the typewriter.
10. To fill in simple printed forms using the typewriter.

11. To learn to arrange material attractively.

12. To typewrite simple tabulated statistical tables.

Course Content

This course contains typing of notices and announcements, personal notes and letters, themes and outlines, papers and reports for a family, school reports, clubs and other community activities, job applications, a student-writer's style guide, business letters, and business forms.

Course Credit

One-half

Course Location

9 - 12

Course Length

One semester or 18 weeks for 90 class periods.

North Dakota Secondary Course Code

03040

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2 weeks	Keyboard and finger placement. -space bar -carriage -correct curve of fingers -home row -correct position at the machine	THE STUDENT SHOULD: Watch a demonstration of correct home row placement and imitate home row placement. Use proper body position after watching a demonstration of poor and good position at the machine: body centered, head erect, book at right of machine, shoulders level, back relaxed, elbows close to body, feet firmly on the floor. Observe correct fingering technique: fingers curved slightly with fingers resting lightly on the home row keys. Practice finger reaches on the various keys of the typewriter. Realize the importance of concentration, position, practice, and technique.
1 week	Use of machine parts. -margin stops -carriage return -variable spacer -aligning scale -shift lock -paper guide	THE STUDENT SHOULD: Drill extensively on service mechanisms.
8 weeks	To develop adequate speed. -30-35 words per minute	THE STUDENT SHOULD: Realize that accuracy along with speed is needed for personal typewriting. Partake in speed drills to help reach desired goals.
2 weeks	Personal business letters. -margins -paragraph spacing -neatness	THE STUDENT SHOULD: Practice neatness and directness in writing letters. Type common business letters, such as orders and request letters.
1 week	Other personal letters. -setting up the letter	THE STUDENT SHOULD: Type personal letters such as thank you notes, invitations, and general personal letters.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Collect letters to be typed and analyzed.
1 week	Typing envelopes. -number of lines -return address -address -air mail -zip code number	THE STUDENT SHOULD: Practice addressing envelopes. Collect envelopes for discussion and analyzation by the class. Study the new ZIP code procedures and the new abbreviations for states.
1 week	Other personal typewriting needs. -recipes -newspaper and magazine articles	THE STUDENT SHOULD: Have an opportunity to type personal materials. Compare ways of typing personal needs information to establish effective and time saving forms.
2 weeks	Typing simple manuscripts. -term papers -research papers	THE STUDENT SHOULD: Learn the basic rules for the typing of manuscripts.

TEACHING SUGGESTIONS

1. Students should understand that correct key stroke is the basis of typewriting power and must be developed at the outset, before typewriting applications are attempted.

2. The student should understand the mechanical feature of his machine so that he fully utilizes all devices that save time and increase operating efficiency.

3. The teacher who shows how to type saves time and presents his students with more useful practice tips than he can give by merely talking.

4. The student should be able to care for his typewriter properly.

5. High standards for acceptable work should be developed.

6. The students should be able to think as he types, to operate the typewriter while something else is focal in his consciousness.

7. Create an atmosphere enhancing the students' ability to work with relaxed poise and without emotional tension.

8. Good working conditions must prevail if good results are to be obtained (typewriters must be in good working order).

9. Films may be used to demonstrate desirable techniques.

10. Use of a bulletin board to show suitable illustrations will also be of use.

11. The chalkboard can help the typewriting teacher as he presents subject matter such as letter writing or tabulating.

POSSIBLE BASIC TEXTBOOKS

Cook, Fred S., Morrison, Phyllis C., Trytten, John M., Whale, Leslie J., Gregg Junior High Typing, Second Edition, Gregg Division/McGraw-Hill Book Co., 1965.

Wanous, S. J., Haggblade, Berle, Personal Typewriting for Junior High Schools, Third Edition, South-Western Publishing Company, 1971.

Lloyd, Alan C., Hosler, Russler J., Personal Typing, Third Edition, Gregg Division/McGraw-Hill Book Company, 1969.

Wanous, S. J., Personal and Professional Typing, Third Edition, South-Western Publishing Company, 1967.

SECRETARIAL OFFICE PRACTICE

Course Description

Stenographic Office Practice is a course designed to integrate the knowledges and skills students have acquired in business courses as well as in other courses. Prerequisite for the course should include a mastery of typewriting skill and a year of shorthand instruction. It is desirable, too, that students be enrolled concurrently in the second year of shorthand.

The course is for the average or above-average students who have a stenographic career objective. In addition to typewriting and shorthand skills which a student has as prerequisites, new skills and knowledges will be acquired and integrated; however, emphasis will be placed on the development of traits, habits, and attitudes that are desirable in the business world as well as in everyday life.

Instruction must be designed to meet local needs and individual abilities. Availability of adding machines, calculators, transcribing machines, duplicating machines, miscellaneous office machines and equipment, and a variety of typewriters is essential.

Course Objectives

The student should be able:

1. To develop a working knowledge of the operation of the adding and calculating machines.

2. To develop skill and accuracy in transcribing letters from voice writing equipment.

3. To develop speed and accuracy in typing straight copy, forms, reports, documents, papers, stencils and masters.

4. To develop skill in placing and receiving telephone calls.

5. To develop basic skill in the operation of fluid and stencil duplicators.

6. To develop skill and knowledge in filing.

7. To develop an awareness of the vocational possibilities in the field of business.

8. To develop an understanding of desirable office traits: punctuality, reliability, honesty, initiative, dependability, grooming, and pleasant voice.

9. To practice critical self-evaluation in class situations and to create a desire for constant improvement of knowledge and work performance.

10. To develop an attitude of flexibility in office situations.

11. To conserve time, supplies, and effort in performing office tasks.

12. To acquire information essential to the performance of various routines and procedures.

13. To develop the ability to listen to and carry out instructions.

14. To develop organizational ability.

15. To work under pressure in timed production work.

Course Content

Secretarial Office Practice contains units on: general responsibilities of a receptionist and stenographer; office etiquette and personality development; letter writing (including self-composed letter); communication responsibilities and systems (business speech and grammar, speaking voice, work choice, courtesy and sincerity, business reports and manuscripts, legal papers, telephone usage, internal systems, and telegraph usage); filing and records management; mail (incoming and outgoing; bulk mailing methods, and equipment available); transportation; duplicating equipment; data processing (terminology, unit record equipment, and computer uses); and job success.

Course Credit

One

Course Location

11 - 12

Course Length

One year or 36 weeks for 180 class periods of 55 minutes

North Dakota Secondary Course Code

03090

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
2 weeks	The general responsibilities of a stenographer-receptionist.	THE STUDENT SHOULD: Learn the duties and responsibilites of the secretary. -producing mailable letters -composing and editing letters -typing business papers -using the telephone -handling the mail -meeting callers -filing and retrieving information -handling travel arrangements -copying and duplicating -processing data -keeping financial records -planning the day's work -using office machines Realize that specialized training is necessary to succeed as a secretary. Investigate salary scales, working conditions, and the opportunities for employment of secretaries. Listen to one or more businessmen talk about employment and what they expect of their secretaries and other office employees. Realize the importance of being a good secretarial image. -personal appearance -health -poise -posture -voice Realize the importance of having a good relationship with others in the office. -cooperativeness -tactfulness -courtesy and manners -common sense -trustworthiness and loyalty Study how to become efficient in one's job. -initiative -punctuality -organization -dependability

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		-production ability
4 weeks	About dictation and transcription equipment.	THE STUDENT SHOULD: Review basic typing skills. Study various types of dictation and transcription equipment used in the office. -disc recorder -magnetic belt recorder -magnetic tape recorder Know the secretary's responsibility for maintaining dictation equipment. Watch a demonstration of proper transcription technique by a teacher or secretary. Understand what is an acceptable skill level for using the transcriber. Transcribe from pre-recorded and teacher-made dictation materials.
4 weeks	How to compose and write letters.	THE STUDENT SHOULD: Review and practice all parts of the business letter. -date line -address -attention line -salutation -subject line -body of the letter -second page -complimentary close -signature -reference line -enclosure notations -mailing notations -carbon copy notations -envelopes Review and practice different letter styles. Study about office stationary. -how it is selected by the office -types of paper used

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Realize the impression created by a letter upon the receiver. Practice making carbon copies and typing envelopes. Practice composing: -letters of acknowledgment -letters of appointment -letters making reservations -letters regarding meetings -letters of transmittal -thank you letters -letters ordering goods or services -letters of inquiry -letters of remittance -acknowledging order letters -letters of adjustment -letters of credit -letters of collection -sales letters -form letters
2-3 weeks	How to type various tasks.	THE STUDENT SHOULD: Know the existence of and how to type financial statements. -balance sheet -income statement -statement of retained earnings Type from a variety of materials. -business reports -manuscripts -interoffice memorandums -financial reports -legal papers -resolutions -minutes of a meeting
1 week	About mail and telegrams.	THE STUDENT SHOULD: Learn the proper technique of opening the mail. Practice dating, sorting, and distributing mail. Learn about organizing correspondence, routing mail, and special memorandums.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Know what precautions are necessary before releasing outgoing mail. Practice folding and inserting letters. Study about precanceled stamps and envelopes, stamped envelopes and cards, and metered mail. Learn the various classes of domestic mail. Study special postal services: special handling, special delivery, registered mail, insured mail, certified mail, COD service, tracing mail, and priority mail. Study the uses and purposes of mailing lists. Learn the uses of telegraph service in today's business office. Learn about the division of our country into different time zones.
2-3 weeks	Correct telephone usage.	THE STUDENT SHOULD: Develop a good telephone personality. Learn how to handle incoming calls. -answering promptly -identifying -screening calls -giving information -getting information -taking messages accurately -transferring calls Study various services offered by telephone companies, such as automatic answering sets and recording telephone conversations. Know how to use telephone directories, including the use of the W.A.T.S. (Wide Area Telephone Service) and the C.A.T.S. (Combined Automatic Telecommunication System). Practice on button telephones. Study about automatic dialing telephones.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Become acquainted with long distance telephone calls as to their cost and time factors. Learn about direct long distance dialing. Practice making and accepting telephone calls. Look up a variety of telephone numbers from a current directory for practice using the Yellow Pages. Become acquainted with the types of switchboards and their functions. Study about intercom systems.
3-4 weeks	To become a receptionist.	THE STUDENT SHOULD: Learn how to receive callers and make appointments. Perform the duties of a receptionist in class or a simulated office. Practice making appointments. Become aware of what is considered a desired personality for a receptionist.
4-6 weeks	About business filing and records control.	THE STUDENT SHOULD: Understand that records management is concerned with developing and controlling effective information systems. Realize the importance of maintaining records. Learn the major areas of records management: -records retention and disposition -files management -information retrieval -records protection -correspondence management -forms and report control Investigate and describe the files used by the secretary.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Become familiar with: -guides -folders -filing accessories -alphabetic card files Know all filing rules. Obtain a good insight into and practice subject filing. Have a complete understanding of indexing. -surnames -compound surnames -surnames containing prefixes -given names -unusual names -initials and abbreviated first or middle names -titles -seniority titles in identical names -identical personal names -names of married women -business or firm names -articles, prepositions, and conjunctions -abbreviations -single letters -hyphenated and compound names and words -words considered as one -titles in business names -compound geographic names -foreign names -numbers -possessives -identical business names -Federal Government offices -other political subdivisions Study correct filing procedures: inspecting, indexing, coding, sorting, storing. Learn the importance of correctly arranging materials in folders and placing the records in the file. Do an exercise of typing and filing cards to help students more fully understand the filing procedure (use the chain feeding method when typing).

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Become informed of new developments in filing systems. Study about numeric filing. -organization of a numeric file -consecutive number filing -project and job filing -legal files -numeric correspondence files -terminal-digit filing -middle-digit filing -alpha-numeric filing Become familiar with geographic filing. Learn the uses of: -card records -vertical card files -visible card files -wheel files -random filing -elevator files
2-3 weeks	Copying and duplicating.	THE STUDENT SHOULD: Study the advantages and disadvantages of various types of copies. -Diazo -Infrared -Diffusion-Transfer -Dye-Transfer Use what copies are available in the school. Know how to type a stencil efficiently, involving art work and lettering. Operate the mimeograph, (including the use of several colors). Prepare a spirit master using different colored masters. Learn to operate the fluid duplicator. Study the operating of an offset machine and possible prepare an offset master.
2-3 weeks	About transportation.	THE STUDENT SHOULD:

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES

Understand that their employer could request that they make travel arrangements.

Study the various types of transportation available.

Study and discuss air travel.
- -travel agencies
- -airline timetables and directories
- -classes of service
- -sources of information
- -shuttle flights
- -reservations
- -picking up tickets
- -surface transportation to and from the airport
- -helicopter service
- -airline baggage
- -airline insurance
- -stopovers
- -reconfirmation of reservations
- -cancellation of reservations
- -automobile rentals

Study and discuss train travel.
- -coach accommodations
- -sleepercoach accommodations
- -railroad timetables
- -baggage
- -validity of tickets
- -redemption of tickets

Discuss traveling by bus.

Practice preparing itineraries.

Study about how to select a hotel or motel and how to make reservations.

Learn various methods of carrying money on a trip.

Learn and discuss and practice making an expense report.

Learn and discuss recent developments in shipping.

Study methods and types of transportation services.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
4-6 weeks	The methods of processing data.	THE STUDENT SHOULD: Know the difference between listing and non-listing machines. Acquire a skill in using adding and calculating machines (including the electronic calculator). Study data processing as it relates to the secretary. -terminology -unit record equipment -computer uses
3-4 weeks	Financial duties of a secretary.	THE STUDENT SHOULD: Learn how to handle and see the need for a petty cash fund. Study checking accounts. -opening an account -deposit tickets -writing checks -completing check stubs -reconciling a bank statement -endorsing checks -stopping payment of a check -overdrafts Learn and discuss the paying of monthly bills by voucher checks, certified checks, bank drafts, cashier's checks, and postal or express money orders.
1-2 days	To improve personal handwriting.	THE STUDENT SHOULD: Realize the importance of good handwriting. Rate their handwriting as to uniformity, readability, and spacing. Try to improve their handwriting using correct posture and hand position.
4-5 weeks	To integrate skills and knowledges by using a practice set.	THE STUDENT SHOULD: Complete a practice set or sets that will provide experiences in as many facets of an office as possible.
2-3 weeks	About occupational information.	THE STUDENT SHOULD:

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Study the various classifications given to different jobs. Learn where to locate job openings. -school placement bureaus -employment agencies -classified advertisements in newspapers After seeing examples of good data sheets and letters of application, prepare his own data sheet and application form. Practice filling out several application blanks, one of them handwritten. Study tests used for employment, and, if possible, take these tests. Prepare themselves thoroughly for an interview. Identify various traits desirable when interviewing. -appearance -voice -personality -temperament -knowledge -mental attitude -self-opinion -effectiveness with people -job ability -adaptability Realize the importance of a thank you letter after an interview. Listen to other students tell about their interviewing experiences. Understand that the first several days are always somewhat uneasy, as a new job demands changes in life style. Know that they may undergo an orientation process. Realize the importance of the first impression created when the student becomes a secretary.

TEACHING SUGGESTIONS

1. Dictation and transcription should be maintained throughout the school year. The classroom should be set up as much like a model office as possible.

2. Stationery and business forms that provide for realistic practice should be made available in a correlated up-to-date workbook.

3. Stimulate discussion on the necessity of using machines in business to shorten time spent and increase accuracy in computing processes.

4. Guest speakers should include prominent businessmen from the community as well as graduates from the stenographic program.

5. The field trip should be selected carefully, planned, and previewed with students, and then followed up in order to make this method of learning most effective.

6. The discussion method should be used with all other methods or as a single class activity.

7. The laboratory-work method is an effective means of integrating secretarial skills and knowledges.

8. The demonstration method by a visitor, teacher, or student can be used very effectively to inform students of new machines on the market or to show the proper operation of machines currently being used in class.

9. The lecture method should be used to a limited degree because most classroom activities are student-centered and student-involved.

10. The contract method provides students with written descriptions of specified unit-related work to be completed in a certain time. Contracts vary in degree of difficulty and are adaptable to the varying abilities of students in class.

11. The model office method (simulation) requires space and equipment similar to a "model office." Learning activities will revolve around this office.

12. The observation and survey methods can be used either in school offices or on field trips. Surveys can be conducted by means of questionnaires in conjunction with a unit of learning. Assigned observations of office workers on the job can provide an analysis of the tasks performed and used.

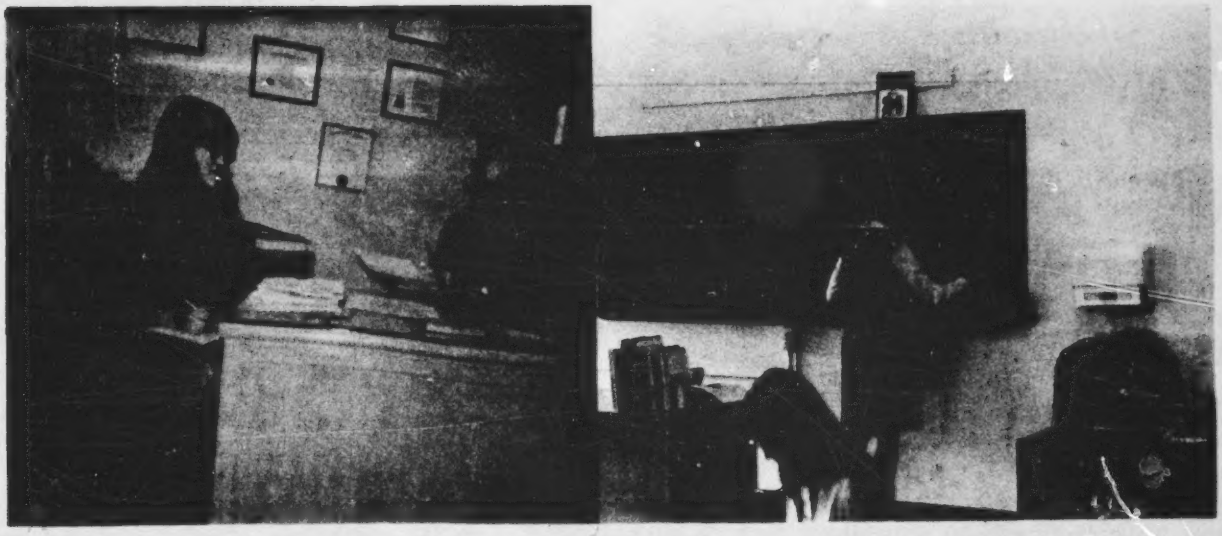
13. The production practice method provides experience in helping students to learn to meet office deadlines.

14. The role-playing method is especially effective when used in situations involving applications and office case problems.

POSSIBLE BASIC TEXTBOOKS

Meehan, Oliverio and Pasewark, Secretarial Office Practice, Eighth Edition, South-Western Publishing Company, 1972.

Fries, Rowe, and Travis, Applied Secretarial Practice, Sixth Edition, Gregg Division/McGraw-Hill Book Company, 1968.



SHORTHAND I

Course Description

The first year of shorthand is designed to help a student become competent in skills, knowledge, and attitudes which enable him or her to enter initial stenographic positions or to use these competencies as a basis for further shorthand instruction. Obviously, shorthand is entirely vocational in nature. Unless the student has average or above-average abilities, it is likely that he will not be able to gain the skill needed to use shorthand as a vocational tool in the traditionally arranged time situation of the secondary school. For this reason, some type of selection process may be desirable. If a selection process is desired, consideration should be given to employing a combination of a variety of measures: a prognostic test, academic achievement, academic ability, attendance record, English skills, and typewriting ability. A teacher or counselor probably would not use all of these factors in the selection process, but a combination of two or three would provide a better measure of ability in most cases than the use of one factor.

Course Objectives

Competencies necessary for entry into an initial stenographic position or to serve as a basis for additional shorthand instruction should be developed in an atmosphere calling for desirable character traits and applications of businesslike habits and attitudes. The first-year shorthand student should be able:

1. To read accurately and rapidly from plate material, from self-written homework notes, and from self-written dictated notes.

2. To use theory principles sufficiently well enough to enable him to form correctly written, well-proportioned outlines when taking dictation.

3. To transcribe on the typewriter rapidly and accurately his own notes taken from dictation.

4. To apply skills in proofreading, error correction, placement and execution of letter styles, spelling, word division, and punctuation.

5. To produce mailable letters at acceptable rates of production taken at rates of dictation similar to those employers would expect of beginning stenographic employees.

6. To perform shorthand activities with an attitude of appreciation for the importance of shorthand as a communication tool in the business office, and for the work performed by secretarial and stenographic employees.

Course Content

Development of theory; review and continuous refinement of theory during the remainder of the first semester and throughout the second semester; development of reading skill, primarily in the first six weeks of the first semester; development of dictation ability starting with the beginning of writing on the sixth or seventh class day and with continued emphasis throughout the two semesters; development of typewritten transcription ability starting with the first semester and continuing throughout the second, culminating in application to mailable letter production during the last six or seven weeks of the second semester; and review and continued refinement of proofreading skills, spelling, word division, grammar, and punctuation.

Course Credit

One

Course Location

10 - 11 - 12

Course Length

One year or 36 weeks for 180 class periods

North Dakota Secondary Course Code

03070 - I

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Integrated	To develop automatization of brief forms, brief form derivatives, and common phrases.	THE STUDENT SHOULD: Write brief forms, brief form derivatives and/or common phrases fluently, correctly, and with good proportion and with 100 per cent accuracy. Drypen and pronounce brief forms rapidly and correctly from a brief form chart dictated at 15 words per minute.
Integrated	To develop dictation writing ability.	THE STUDENT SHOULD: Take dictation fluently and rapidly from the day's homework lesson at 80-90 words per minute, writing something for every word. Upon completion of theory, take dictation of new material at repetitive rates of 80-90-100 words for a minute of writing something for every word. Pass with 95 per cent accuracy dictation of unpreviewed new matter--dictation given for three minutes at rates of 60, 70, or 80 words per minute.
Integrated	To develop theory knowledge.	THE STUDENT SHOULD: Spell and pronounce rapidly, repetitively, and accurately words placed on the board from the current lesson and new lesson. Write fluently, correctly, and with good proportion, outlines of selected theory words pronounced at the rates of 10 words per minute with a minimum of 75 per cent accuracy.
Integrated	To develop typewritten transcription ability.	THE STUDENT SHOULD: Transcribe at the rate of 35 words per minute using homework notes and repetitive goal-setting drills. Produce in mailable form, three 100-125 words per minute letters dictated at a rate of 60 words per minute.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Integrated	To develop punctuation, spelling, grammar, and other related transcription skills.	THE STUDENT SHOULD: Using the homework notes for the day's lesson, transcribe at the typewriter for three minutes, correcting all errors, spelling correctly, and applying all transcription skills at a minimum rate of 25 words per minute. Using the homework notes for the day's lesson, drypen and read from the notes fluently, inserting punctuation and giving reasons for such insertions with 100 per cent accuracy.

TEACHING SUGGESTIONS

Developing Writing Skill

1. Automization of the shorthand alphabet, brief forms, brief form derivatives, and phrases can be achieved by drills utilizing these teaching aids: chalkboard, overhead projector, programmed instruction material, flash cards, and charts.

2. Through repetitive spelling of words from the chalkboard or from the overhead projector image, students will develop the correct sounds associated with symbols to further develop a quick reading and writing response.

3. Emphasis should be given to correct position of writing--both arms supported on the desk, body leaning forward at the desk, non-writing arm holding down the book and turning pages, and the writing elbow supported on the desk at all times.

4. During these first weeks, the teacher may require the student to write from the homework lesson with the textbook open for immediate reference. Rates of dictation during these first five weeks should be at a minimum of 60 words per minute and reach 120-140 words per minute at times on short spurts. In the early stages, the block of time devoted to this repetitive dictation is fifteen minutes but would be extended to twenty minutes by the end of the fifth week. As early as possible, the student should be weaned from the open book.

5. By the sixth or seventh week, the 25-minute block of dictation time can be broken profitably into fifteen minutes of practice dictation on the homework lesson and ten minutes of dictation on new material. This technique can be used until theory has been completed. New material could be taken from the next homework lesson, the theory of which would have been previewed extensively prior to a dictation segment and reviewed between each dictation segment.

6. By the end of the fifth week, three-minute dictation tests to measure writing ability can be administered at speeds of 60 and 70 words per minute with evaluation based upon an error limit of 5 per cent of the total words. For example: 60 wpm x 3 minutes = 180 words; 180 x 5% = 9 error limit.

7. After the completion of theory, new material dictation would be used for class practice except for a few brief form and phrase letters. After theory has been presented, only new material would be used for dictation testing at a rate of not less than 60 words per minute.

8. Throughout the first and second semesters, it is recommended that dictation rates during dictation practice periods should exceed the testing rates for the week by approximately 20-40 words per minute. For example, if students are attempting to pass dictation test rates at 60 and 70 words per minute by the end of the week, dictation practice during the week should be at the rate of 80-90-100 words per minute. Speed spurts should be followed immediately by dropping back to a slower rate to regain controlled writing.

9. After the fourth or fifth week, suggested repetitive dictation practice procedures are primarily the one-minute speed builder, one-minute speed forcing, and the stair-step plans, with approximately 20 to 30 minutes per day for three or four days per week spent on dictation. Every class period should include some dictation at rates attainable by the slower student and some at rates high enough to challenge the faster student.

10. Homework practice should be extensive, varied, and well-defined to the student. Variations such as the whole sentence copy, timed copy method, sentence repetitive method, tracing method, scribble writing, and self-dictation are recommended.

11. Student desks should be large enough to accommodate a typewriter and provide space for the student to place both arms on the desk during dictation practice, dictation testing, and mailable letter dictation.

12. All desks should be so arranged that the student can face the chalkboard and assume correct writing position.

13. Dictation testing should be administered when growth in writing has been accomplished. Testing may be performed once a week or once every two weeks.

14. During the second semester, subject matter of dictation practice, dictation testing, and homework should be correlated. This procedure reinforces learning, makes progress easier, and simulates business practice.

Developing Reading Skills

1. Competency in reading from plate material should be developed during the first five or six weeks of the first semester, by unison previewing of part of the plate of the new lesson, one-minute timing of individual reading efforts for six to eight minutes of a class period, spot checking of paragraphs studied for the day, and drypenning (lightly and quickly writing over the outlines in the plate), as plate reading is done in and out of class. Records of individual reading rates will add to diligent daily homework preparation.

2. A timed typewritten or longhand transcription effort can get response from all students in class simultaneously and is considered a wiser use of time than the individual reading process. Because of the multiplicity of activities in beginning shorthand class, no more than six to eight minutes should be devoted to the individual reading activity.

3. It is not necessary to read back dictated notes very frequently. If any reading is done, it is recommended that it be from controlled writing at the end of a repetitive dictation segment.

4. Whenever a student reads from dictation or from homework plates or notes, required punctuation should be indicated and reasons given for such insertions.

Developing Transcription Skills

The importance of teaching the skill of typewritten transcription cannot be overemphasized. Statistics show that students do not enroll in second-year shorthand because they felt unsuccessful during the first year of instruction. A student cannot use shorthand skill without knowing how to transcribe at the type-

writer; therefore, typewritten transcription skill needs to be taught during the first year of shorthand. The following suggestions are given for developing transcription skill:

1. Typewriting instruction could begin as early as the tenth day of instruction but no later than the sixth to eighth week of school.

2. Elements of typewritten transcription skill should proceed from the simple to the complex.

3. From the beginning of typewritten transcription and throughout all drill work, emphasis is placed on application of correct use of the typewriter, correct typewriting techniques, and correct typewriting posture.

4. Typewritten transcription should be developed by first transcribing repetitively individual sentences from homework plates. Within a few periods, repetitive one-minute timings and three-minute transcription rates on homework notes may be presented.

5. Repetitive drills to develop typewriting speed and accuracy can also be used effectively to develop typewritten transcription skill. Such drills can be accomplished in 10-12 minutes of class time for each day approximately three days a week.

6. Students should be directed:

   Step 1--To use a five-inch line, double spacing, and no paragraph indentions.

   Step 2--To transcribe for three minutes from a section of homework notes, correcting errors as they occur.

   Step 3--To spend the next minute proofreading and correcting additional errors.

   Step 4--To score their work as the teacher reads the material including the spelling of problem words, explaining punctuation, and other correction pointers.

   Suggestions for Scoring--Deduct "1" for transcription errors and "10" for typewriting errors. Determine total words transcribed from the student's transcript, deduct the penalty, and divide the remaining words by three minutes to obtain the rate.

7. During the last 6-7 weeks of the first year, mailable letter production should be introduced. A letter style and a letter placement scale are reviewed and practiced. Many opportunities should be given for production of three average length letters in approximately 30-35 minutes. Evaluation is on mailability. Correlate subject matter of the letters with the subject matter of the homework assignment when possible. Dictation rate for mailable letters should be ten words below the lowest dictation test rate of the class, preferably no lower than 60 words per minute.

8. During all transcription practice, emphasis is given to drilling and having knowledge of transcription points of capitalization, number expressions, hyphenated words, possessives, and punctuation usage.

9. Frequent transcription from homework notes without prior announcement helps to insure diligent completion of the day's assignment. Completion of homework includes knowing items of spelling, punctuation, capitalization, hyphenation, and number expression which appear in the student transcript.

10. All transcription up to the time of mailable letters can be done using a five-inch line, double spacing and manuscript style.*

POSSIBLE BASIC TEXTBOOKS

1st Semester

Gregg, John Robert, Leslie, Louis A., Zoubek, Charles E., Gregg Shorthand Diamond Jubilee Series, Second Edition, Gregg Division/McGraw-Hill Book Company, 1971.

2nd Semester

Leslie, Louis A., Zoubek, Charles E., Strony, Madeline S., Gregg Dictation Diamond Jubilee Series, Second Edition, Gregg Division/McGraw-Hill Book Company, 1971.

*Pages 159-162 reprinted with permission from Business Education for the Seventies, Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972.

SHORTHAND II

Course Description

The second year of shorthand study is designed to refine those skills, knowledge, and attitudes which were developed throughout the first year of shorthand instruction. A student should have reached at least an average achievement level in beginning shorthand to continue the study of second-year shorthand. Only in unusual circumstances should a student who has less than a C grade in beginning shorthand be permitted to study second-year shorthand.

Course Objectives

Skills, knowledge, and attitudes refined and developed during the second year of shorthand study should enable a student to acquire the degree of vocational skill which will prepare him to enter a stenographic position upon graduation from high school; prepare him for the necessary abilities to hold a part-time stenographic position while attending college; or serve as a basis for further study in a post-secondary institution.

The second-year shorthand student, after completing semesters three and four, should be able:

1. To read fluently and accurately from shorthand plates, from self-written homework notes, and from self-written dictated notes written at rates applicable to advanced shorthand.

2. To apply theory principles sufficiently well to be able to write accurately, in correct proportion and without hesitation any new word as well as words of average and above-average difficulty.

3. To transcribe on the typewriter rapidly and accurately and apply this skill to various types of transcription problems involving letter styles, varying lengths of letters, memos, statistical arrangements, minutes, manuscripts,

and envelopes.

4. To apply skills in proofreading, placement, spelling, word division, punctuation, and use of reference manuals with efficiency and employable accuracy.

5. To produce mailable letters at acceptable rates of production taken at rates of dictation similar to those employers would expect of stenographers.

6. To solve problems of transcription, substitute meaningful words for indistinct outlines, make corrections in the dictation if necessary, and apply decision-making procedures to office tasks.

7. To use, in business dictation and in oral communication, the business terminology applicable to an office situation and understand and practice the desirable character traits required of a successful stenographer.

8. To take dictation at varying rates (with interruption, changes, and/or unusual directions), for a sustained length of time and maintain the interest, consciousness of good writing technique, and alertness to be able to read back to the dictator at any moment and answer questions about the correspondence if required.

9. To understand and appreciate the duties performed and the responsibilities of the stenographic position and the relationship which exists between the application of stenographic skills and the fulfillment of the complete job as stenographer.

Course Credit

One

Course Location

11 - 12

Course Length

1 year or 36 weeks for 180 class periods

North Dakota Secondary Course Code

03070 - II

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Depends on students' needs and background	To refine theory, brief forms, brief form derivatives, and phrasing abilities.	THE STUDENT SHOULD: As the teacher pronounces brief forms, sample theory words, and common phrases at rates of 12-15 words a minute, the student will write fluently, correctly with 95% accuracy. Develop automatization and correct response to a large vocabulary of words as the teacher previews and reviews words related to dictation speed building material that will be read and written repeatedly.
Depends on students' needs and background	To perfect dictation writing ability.	THE STUDENT SHOULD: As the teacher dictates at 20-40 words above the dictation speed being attempted for the week, write rapidly something for every word. Following speed drives used in a repetitive speed building plan, the student will write well-proportioned, correctly written outlines at the middle rate of the speed building plan. Be able to transcribe material dictated for three minutes, dictated at speeds of 90 to 120 words per minute.
Depends on students' needs and background	To improve typewritten transcription ability.	THE STUDENT SHOULD: Using homework notes, the student will transcribe for speed of transcription at the rates of 60-80 words per minute, and for controlled transcription at the rates of 50-70 words per minute. Taking from dictation four 150-175 word letters given at rate of 90 words per minute, the student will write accurately and with good proportion and transcribe, including carbons and envelopes, into mailable form as many as possible in 30-35 minutes. Be able to transcribe accurately from office style dictation.
Depends on students' needs and background	To improve and perfect	THE STUDENT SHOULD:

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
	skill in proofreading, spelling, punctuation, and other areas related to transcription.	Using homework notes from the day's lesson, the student will transcribe on the typewriter, correcting errors, spelling and punctuating correctly, and using correct transcription techniques for three minutes the minimum rate of 25 words per minute. Given a proofreading exercise, the student will correct the copy with proofreaders' marks and retype correctly into mailable form at a rate equal to the current transcription rate required for the grading period.
Integrated periodically	To develop an understanding of the stenographer's day in a business office.	THE STUDENT SHOULD: From observation of a stenographer at work, list and clock the tasks performed by her. From observation, list the materials and equipment used by a stenographer. Learn to work pleasantly with others and to develop attitudes and traits essential for success in office employment. Study of secretarial career opportunities and skills of job seeking and job application. Be confronted with problem solving experiences which involve the attitudes, personal characteristics, human relationships, and decision-making aspects of office employment.

SUGGESTIONS FOR REFINING WRITING SKILLS*

1. A repetitive skill building plan such as the stair step, one-minute speed forcing, or one-minute speed builder should be used and rates of dictation should be 20-40 words above the rates being attempted on dictation tests for the week. Approximately a 20 to 30 minute block of time should be devoted to dictation development approximately three times per week.

2. In the early stages of the third semester, it is recommended that previews be placed on the board; however, as the students progress, the use of reviews may be more beneficial. To encourage a respect for accurately written forms, it is recommended that the preview or review, using chalkboard or overhead, always be used in dictation speed building practice.

3. Gains at higher speeds are more difficult to achieve; therefore, dictation testing may be done every two weeks rather than every week to give students an opportunity to experience growth.

4. An accuracy level of 95 percent on a three-minute, new matter dictation test is recommended for the third semester and 97 or 98 percent on a three-minute dictation test for the fourth semester.

5. The best use of multiple-channel equipment is described in Monograph 121 and the Business Education Association publication, Using Multiple Channel Equipment to Develop Stenographic Competency.

6. Students should be taught how to dictate and be encouraged to use the Student Transcript as their source of live dictation to one another, or as material to be placed on a tape for practice.

7. Correlating dictation practice and dictation testing with the subject matter being studied in the textbook will facilitate progress and simulate business conditions.

8. The concept of "writing something for every word" is still important. This will eliminate omissions in the notes and will help the student achieve higher rates more rapidly.

9. Correct writing position should be emphasized: both arms supported on the desk, body leaning forward, and the writing elbow supported by the desk.

SUGGESTIONS FOR REFINING TRANSCRIBING SKILL

1. Transcription skill is best developed through short, repetitive drills. Sentences including punctuation, hyphenated words, possessives, number expressions, et cetera, can be duplicated for repetitive speed and controlled transcription practice.

2. Approximately 10-15 minutes a day, two or three times a week, should be devoted to transcription drills throughout the third and fourth semesters to develop additional skill.

*Pages 167-169 reprinted with permission from Business Education for the Seventies, Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972.

3. Emphasis should be placed on correct position at the typewriter and correct operational techniques.

4. Difficulties that might be encountered in transcription should be previewed in the beginning of the third semester. As the course progresses the student should be held increasingly responsible for anticipating such difficulties.

5. Production of mailable letters should proceed from the simple to the complex, i.e., one carbon and an envelope; additional carbons and envelopes; shorter letters to longer letters; letters of mixed lengths; and letters with special notations.

6. At times students should be required to transcribe from cold notes, notes containing errors in the dictation, and/or notes which contain directions for transcription.

7. Other teachers and area businessmen may be invited to assist in both dictation and job interviewing.

8. Dictation for mailable transcription should not exceed the speed at which everyone in the class is able to write good outlines.

9. Correlating mailable letter dictation with homework subject matter from the textbook reinforces learning and simulates a business situation, making successful achievement easier.

10. Evaluation of mailable letters may be based on the point system as recommended by Grubbs[1] or may be based on the number of mailable letters.

MISCELLANEOUS SUGGESTIONS

1. Theory development is important in the third and fourth semester. Attention should be given to theory by previewing the new lesson on the chalkboard, reviewing previous lessons on the chalkboard, and administering theory tests.

2. Transcription drills and three-minute transcription timings on homework notes help to emphasize writing notes correctly and with good proportion.

3. Students should own the Student Transcript to use as a study source to learn transcription items of punctuation, number expression, and capitalization. It can also be used as a dictation source as well as a source for obtaining total words when performing three-minute transcription rates.

4. Reading back from shorthand notes is rarely necessary; however, when such reading is done required punctuation should be indicated, certain words should be spelled, and hyphenations and possessives should be reviewed.

5. As in first-year shorthand, using homework in class for three-minute transcription rates and drills will necessitate the student's having completed his assignment.

6. Starting each day with a transcription rate from homework notes should motivate the student to compete for higher rates and use his homework in a

[1]Grubbs, Robert L. "Rx for Effective Shorthand Teaching," Business Education World, October, 1959, through June, 1960.

worthwhile manner.

7. Student desks should be large enough to accommodate a typewriter and to provide space for the student to have both arms on the desk during dictation practice, dictation testing, and mailable letter dictation. All desks should be so arranged that the student can face the board and assume correct writing position.

8. Accurate proofreading is essential in the teaching of stenographic skills. Some suggestions are given which may be employed in the teaching of typewriting and shorthand:

   a. The teacher reads material aloud, inserts punctuation and gives reasons for such insertions, spells problem words, and discusses hyphenated words, possessives, and number expressions.

   b. Students watch for errors especially in beginning and closing lines, double letter words, and similar words.

   c. Students proofread each other's papers and are given credit for perfect checking.

9. Comments relative to individualizing instruction in shorthand which appears in the outline for the first year of shorthand are just as appropriate for the second year.

10. The concept of "writing something for every word" is still important. This will eliminate omissions in the notes and will help the student achieve higher rates.

11. Students should be taught how to dictate and be encouraged to use the student transcript as their source of live dictation to one another.

12. Other teachers and area businessmen may be invited to assist in both dictation and job interviewing.

13. Dictation for mailable transcription should not exceed the speed at which everyone in the class is able to write good outlines

14. Emphasize the importance of correctly recording figures and unfamiliar and technical terms.

POSSIBLE BASIC TEXTBOOKS

Leslie, Louis A., Zoubek, Charles E., Gregg Transcription Diamond Jubilee Series, Second Edition, Gregg Division/McGraw-Hill Book Company, 1972.

Gregg, John Robert, Leslie, Louis A., Zoubek, Charles E., Mitchell, William, Gregg Speed.Building, Diamond Jubilee Series, Second Edition, Gregg Division/McGraw-Hill Book Company, 1972.

Bowman, Wallace B., Oliverio, Mary Ellen, Shorthand Dictation Studies, Third (Jubilee) Edition, South-Western Publishing Company, 1966.

Balsley, Irol Whitmore, Wanous, S. J., Shorthand Transcription Studies, Fourth Edition, South-Western Publishing Company, 1968.

SUPERVISED COOPERATIVE OCCUPATIONAL EXPERIENCE

Course Description

Cooperative Vocational Education is an instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction. The on-the-job learning experiences must be consistent with the occupational objectives of students. Students are normally paid a minimum wage by the employer in order to receive credit for this course.

OCCUPATIONS FOR WHICH VOCATIONAL OFFICE EDUCATION STUDENTS MAY BE TRAINED

(Established by United States Office of Education
for classifying and reporting data)

U. S. Office Classification	*D. O. T. 012 0000	Office Occupations Education (Vocational)
14.01	0100	Accounting and Computing Occupations
14.02	0200	Business Data Processing Systems Occupations
14.03	0300	Filing, Office Machines, and General Office Clerical Occupations
14.04	0400	Information Communication Occupations
14.05	0500	Materials Support Occupations
14.06	0600	Personnel, Training, and Related Occupations
14.07	0700	Stenographic, Secretarial and Related Occupations
14.08	0800	Supervisory and Administrative Management Occupations
14.09	0900	Typing and Related Occupations
14.99	9900	Other Office Occupations Not Elsewhere Classified

*Dictionary of Occupational Titles

The term "cooperative" describes the working relationship between school and business in preparing students for the world of work. To achieve the goals of this team teaching arrangement, the teacher-coordinator, employer, and training sponsor have instructional responsibilities. In school the teacher-coordinator combines related instruction with the student employment experiences. He also works closely with the training sponsor in planning student learning experiences which are consistent with both student and employer goals. The training sponsor combines regularly scheduled part-time employment experiences and instruction so that the student will be able to develop and refine competencies needed for entry-level jobs and possible advancement in his chosen occupational field.

Course Objectives

One of the expected outcomes of cooperative vocational education is the student's ability to adjust to work environments. The intent is that by teaching him to interact effectively with fellow workers and supervisors under various conditions in the cooperative training station, he will acquire capabilities which will persist as he progresses in his career and takes positions in other work environments. The student should be able:

1. To develop knowledge and skills essential for business employment and advancement.

2. To interact with co-workers, supervisors, and employers.

3. To stimulate critical analysis of current jobs and career possibilities.

4. To develop desirable work habits and attitudes.

5. To make rational economic decisions about employment spending and saving and participate in a private enterprise economy.

6. To manage work and leisure time.

7. To develop good habits of observation and good judgment skills.

Course Content

Actual work experience downtown at a training station coordinated with related in-class instruction. The student is normally paid a minimum wage while employed in the work station.

Course Credit

One-half or one

Course Location

11 - 12

Course Length

Students work approximately an average of 15 hours per week for 18 weeks for one-half credit or 36 weeks for one credit.

North Dakota Secondary Course Code

03999

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
1-2 weeks	Orientation and preparation for actual job placement.	THE STUDENT SHOULD: Complete a self-appraisal unit and be able to understand: -the training agreement -the training plan -the purpose of the related class
1-4 weeks	Skills.	THE STUDENT SHOULD: Bring office skill back up to peak level. Prepare for initial interviewing with training sponsor.
Balance of Semester or Year	Actual on-the-job training.	THE STUDENT SHOULD: Hand in weekly reports of hours worked and activities performed. Discuss problems with the teacher-coordinator that arise during the week. Follow all aspects of the training plan. Seek remedial help from the teacher-coordinator for any aspect of the job in which help is needed.

TEACHING SUGGESTIONS

1. Make use of your advisory committee. Meet at least twice a year with a planned agenda for each meeting.

2. Hold group meetings of the trained sponsors to help them better understand what and how to teach the trainee.

3. Use self-appraisal units to stimulate students' awareness of themselves.

4. Use a training agreement and a training plan.

5. Attempt to match student with the training station.

6. Use films to prepare students for initial employment.

7. Have students interview for positions available. Have them prepare an application form.

8. Properly orientate students and parents to the cooperative program.

9. Keep up-to-date records on the trainee's program.

10. Schedule conferences with each student to discuss weaknesses and strengths as they relate to career selection.

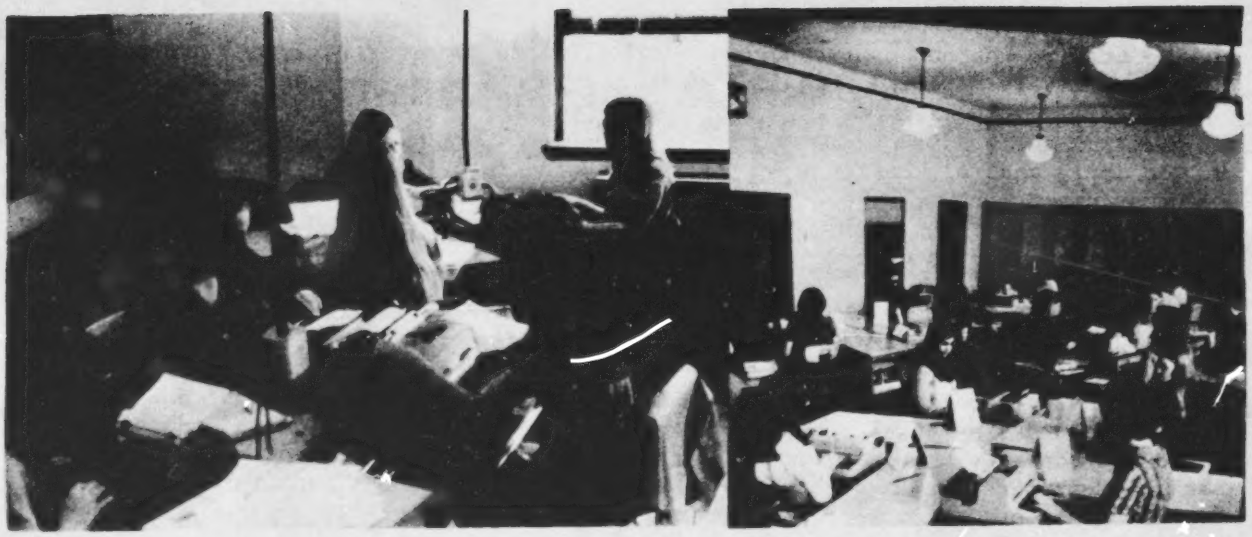
11. Check periodically student progress with employers and with the students.

12. Provide opportunities for students to learn from each other's experience.

13. Keep the school's guidance personnel informed of the cooperative office occupation's objectives and standards of employment.

REFERENCES

Vocational Office Education for Tomorrow's World, Coordinator's Manual, State Board for Vocational Education, Bismarck, North Dakota, Phase 1, June, 1971; Phase II, June, 1972.



TYPEWRITING I

Course Description

First-year typewriting is designed to develop typewriting skill for both personal and occupational applications. The course should give the students a broad coverage of types of materials typed and at the same time give sufficient emphasis to speed development. For example, an "A" student should attain a speed of at least 45 to 50 words a minute for three minutes with an error limit of three. In addition to this, the students should be able to compose at the typewriter with facility and be able to type office style production problems within a reasonable amount of time.

Course Objectives

1. To master the key locations and correct typewriting techniques such as posture, key stroking, and keeping the eyes on the copy.

2. To demonstrate the ability to arrange business letters, tabulations, manuscripts, outlines, and other forms or business papers with vertical and horizontal centering.

3. To demonstrate mastery of the techniques of proofreading and correcting errors.

4. To demonstrate correct key stroking, operation of service keys, and other typewriter machanisms.

5. To completely automatize the typewriter keyboard, including number and symbol keys.

6. To compose at the typewriter with facility.

7. To develop habits of neatness, accuracy, and concentration.

8. To acquire the necessary knowledge and skill to type correctly and arrange attractively materials required to meet personal needs and general office needs.

9. To apply general knowledge and skill in using the typewriter as a writing instrument.

Course Content and Suggested Sequence of Activities

Learning the letter keys; location of keys; correct position at the machine; learning to type figures and basic symbols; typing special symbols and statistical copy; centering; word division; proofreading; announcements; personal notes; postal cards; erasing; spreading and crowding letters; carbon copies; personal and business letters; addressing envelopes; simple tabulated reports; outlines and manuscripts; speed and accuracy emphasis; rough drafts; manuscripts and reports, business letters; backspace-from-center tabulation; office typing problems; business forms; production of business letters and tabulation problems; typing on ruled paper and becoming aware of careers.

Course Credits

One

Course Location

9, 10, 11, 12

Course Length

One year or 36 weeks for 180 class periods. Fifty-five minute periods or seven 40-minute periods weekly in lieu of five 55-minute periods required.

North Dakota Secondary Course Code

03030-I

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Integrated	To develop correct typewriting techniques. -proper stroking -good posture -eyes on the copy -feet on the floor	THE STUDENT SHOULD: From a teacher demonstration of proper key stroking techniques imitate your example. Type from dictation to develop the ballastic stroke.
Integrated	To keep work stations business like. -chair in position -area free from waste paper and other litter -materials organized -turn off electric machines when leaving work station.	THE STUDENT SHOULD: Observe regulations on how they are to leave the typewriting stations--no paper on the floor, carriages centered, etc. Take turns inspecting their row at the end of each period. Use correct erasing methods after seeing a demonstration on erasing.
Integrated after it has been introduced	To correct errors on originals and carbons. -use various correcting devices	THE STUDENT SHOULD: Use duplicated work when assigned to squeeze a word or letter. Practice spreading and squeezing a word. Practice removal of paper and reinserting it with proper alignment. Practice using the eraser, correcting tapes and fluids.
Integrated	To use the service mechanisms efficiently.	THE STUDENT SHOULD: Drill frequently on service mechanisms such as the carriage return, space bar, tabulator, paper insertion, etc.
1-1/2 wks	To correctly calculate vertical and horizontal centering using -full size paper -half sheets of paper -odd sized paper	THE STUDENT SHOULD: Set up and type tables and letters from handwritten and unarranged rough draft copy. Calculate margin settings such as announcements.
5-7 wks	To typewrite numbers by touch.	THE STUDENT SHOULD: Drill on typing numbers with a goal of touch typing of all numbers.
10-12 wks	To type letters, memorandums, tables, and manuscripts.	THE STUDENT SHOULD:

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		Compose letters with detailed instructions. After hearing a description of a letter, submit a letter of which the best one is mailed. Type projects for other teachers including tables and unarranged copy.
Integrated	To proofread.	THE STUDENT SHOULD: Proofread materials typed by other students as well as their own. Compose acceptable letters, messages, tables, and type in final form with no errors. Learn what errors most often occur in their typing, what causes them and then give them exercises stressing these types of errors. Study how proofreading and correcting can save time, thus saving money for the employer on the job. Bring examples of letters, newspaper clippings, etc. where uncorrected errors caused content or thought to be different than intended.
1-2 wks	To type envelopes.	THE STUDENT SHOULD: Cut paper to size for a large and small envelope, if actual envelopes are not available. Use chain feeding and back feeding methods. Use the method of addressing envelopes recomended by the U.S. Post Office. Include envelopes when typing letters for production counting the envelopes as part of their production time.
4-6 wks	To compose at the typewriter.	THE STUDENT SHOULD: Compose acceptable letters, messages, tables, etc. and type them in final form without any errors. Be introduced to composition by a one word

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
		response, followed by a sentence response, a paragraph response and finally composing a complete letter. After given detailed instructions as to letter style, punctuation, subject line, attention line, closing lines, and carbon copies, compose a letter following the instructions.
2-4 wks	To type forms.	THE STUDENT SHOULD: Fill in the necessary information on printed forms. -mailing labels -shipping orders -bills of lading -receipts -promissory notes -voucher checks -purchase orders -invoices -memorandums Obtain various forms used in business. Insert words or numbers properly on various forms.
Integrated	To become aware of careers.	THE STUDENT SHOULD: Prepare bulletin boards showing different pictures of a person typing. -at the keypunch -at the computor -as a secretary -as a clerk

TEACHING SUGGESTIONS

1. Teach students to develop rapid stroking patterns from the first day of class.

2. Encourage the student to look at the keys when first locating new reaches. After the reach has been located, tell them to keep their eyes on the copy as they type.

3. Do not emphasize accuracy early in the year, but rather emphasize good technique.

4. Give students short timings on their practice efforts starting early in the typewriting course.

5. Give daily assignments, rather than budget assignments, to build typewriting power. (Be careful not to overwhelm students with these assignments.)

6. Inform students of your method of grading and of short-term and long-term goals.

7. Teach students to use the typewriter mechanisms without waste motion.

8. Do not introduce figures and symbols until the students have first mastered the alphabetic reaches. Present only one or two numbers or symbols in any one period.

9. Provide daily drill on figures and symbols after they have been introduced. Grade on numbers typed per minute.

10. Teach erasing early, about the 10th week, preferably as soon as applied typewriting jobs are introduced.

11. Present correct typewriting techniques and procedures through short, frequent, and carefully planned demonstrations.

12. Make sure the students understand the purpose of every drill they type. Teach students the difference between typewriting for speed and typewriting for control and accuracy. Be sure they know when to type at each level.

13. Have the students preview much of the practice material typed in class. (Previewing refers to the practicing of difficult words, speed phrases, and the like before the copy in which these words appear is typed.)

14. Develop speed through short spurts, gradually lengthening the spurts of effort as the students develop typewriting skill.

15. Force speed through repetition of easy practice material.

16. If the typewriting room is equipped with both manuals and electrics, remember that the stroking technique is the major difference between the operation of these machines. Do not rotate until they reach 35 words per minute for one minute.

17. Use graded material for timed writings. Material having a syllabic intensity of 1.30 or 1.40 is considered to be of average difficulty for typists.

18. Set up standards for the typewriting of office production jobs as well as for typewriting straight copy.

19. Place less emphasis in second semester typewriting on "words a minute" and more on "production".

20. Include art typewriting. (Only use a break in the routine before a holiday or some special event.)

21. Use bulletin boards to give recognition for work well done. Ask students to volunteer in designing bulletin boards.

22. Suggested basis for grading:

FIRST SEMESTER		SECOND SEMESTER	
Techniques	30%	Techniques	10%
Basic Skill Competencies (straight copy, statistical copy, rough draft copy, script copy, etc.)	40%	Basic Skill Competencies	30-40%
Problem and/or Production Work	20%	Problem and Production Work	40-50%
Work Attitudes and Habits	10%	Work Attitudes and Habits	10%

Measure and grade students' straight copy achievement by utilizing three-minute timed writings. Utilize longer writings very sparingly at the end of the course.

23. Include some discussion of careers where typewriting is essential. Bulletin boards would be an effective means of providing career information.

POSSIBLE BASIC TEXTBOOKS

Lessenberry, D. D., Crawford, T. James, Erickson, Lawrence W., Beaumont, Lee R., Robinson, Jerry W., Century 21 Typewriting, South-Western Publishing Co., 1972

Rowe, John L., Lloyd, Alan C., Winger, Fred E., Typing 300, Gregg Division/McGraw-Hill Book Company, 1972

TYPEWRITING II

Course Description

The second year of typewriting is vocational in structure and purpose. It is designed to prepare students for a business career by developing vocational competency at the typewriter. Much emphasis is given to production typewriting using office standards for quality and speed. The development of proficiency in using service mechanisms and top row keys is a very important part of the course.

Course Objectives

Because the second-year course in typewriting is vocational in purpose, emphasis should be on production of acceptable copy in a specified period of time. It should provide an opportunity for the student to:

1. Increase speed and accuracy on straight-copy and production typewriting.
2. Compose usable copy directly at the typewriter.
3. Build responsibility in organizing and completing typewriting production problems with a minimum of direction and supervision.
4. Develop top row proficiency.
5. Develop efficiency in using and handling office materials and supplies.
6. Develop touch control of all service mechanisms.
7. Change a typewriter ribbon correctly and give proper care to the typewriter.
8. Complete with at least 95% accuracy "information" tests which include typing information about punctuation, capitalization, expressions of quantities and measures, spacing, letter styles, and business forms.

9. Type masters, carbons, stencils, and offset mats.

10. Exemplify desirable attitudes, personal resourcefulness, self-reliance, responsibility and self-control that lead to good work performance.

11. Correct errors, crowd and spread letters, align the paper, and proofread in such a manner that the material could be mailed.

Course Content

Typing II contains drills to develop speed and accuracy achieved in Typing I, letter production on executive size, special size, and regular size stationery; business documents and forms; advanced tabulation problems; multiple carbon copies; duplication equipment; and general typing information, i.e., punctuation, capitalization, expression of numbers.

Course Credit

One-half or one

Course Location

10 - 11 - 12

Course Length

For one credit--36 weeks or 180 class periods of 55 minutes each, or seven 40 minute periods weekly in lieu of five 55 minute period requirement.

For one-half credit--18 weeks with above requirements

North Dakota Secondary Course Code

03030-2

TIME		THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Semester Year			THE STUDENT SHOULD:
2-3 wks	4-6 wks	To review and refine basic typing skill.	Strive for mastery of basic typewriting techniques in the development of vocational competency at the typewriter. Type business letters, business reports, tabulations reports and business forms in a specified time period.
Both integrated daily		To develop speed with accuracy on straight copy typing.	THE STUDENT SHOULD: Understand the purpose of every drill they type. Know when they are typing for speed and when they are typing for control. Forces speed development through repetition of easy practice materials. Develop speed through short spurts, gradually lengthening the spurts as typing skill is developed.
Both integrated daily		To acquire a high degree of skill in statistical typing.	THE STUDENT SHOULD: Practice number drills daily. Abandon home row for vocational statistical typing. Receive an extra penalty for errors not located.
Both integrated daily		To proofread.	THE STUDENT SHOULD: Proofread their own papers and as a part of a proofreading committee, be charged with the responsibility for rechecking other student's papers.
Integrated daily	Periodic	To compose at the typewriter.	THE STUDENT SHOULD: Produce a mailable letter given only verbal directions.
1 wk	2 wks	Type for the duplication process.	THE STUDENT SHOULD: Be able to type a usable spirit master, stencil, and offset mat in a reasonable amount of time.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Semester Year		THE STUDENT SHOULD:
6-8 wks 12-18 wks	To type integrated projects.	In a specified amount of time do a wide variety of business typing.
	-administrative office typing	-interoffice memorandums. -mailing list index cards -folder labels -postal cards -office procedures manuals -form letters -circulars -tables (boxed and unboxed)
	-sales/purchase office typing	-acknowledgment cards -purchase orders -job descriptions -invitations to bid -summary of bids
	-financial office typing	-trade in schedules -tables of deliquent accounts -collection letters -balance sheets -income statements
	-executive office typing	-agendas of meetings -speeches -itineraries -telegrams -minutes of a meeting
	-basic production skills	-financial reports -letters on executive stationery -leftbound business reports with tables and footnotes -expenditure tables -purchase orders -invoices
	-professional office typing	-leftbound manuscripts with side headings -last wills and testaments -partnership agreements -legal letters -medical typing -patient identification cards -abstracts of a medical research report -reports of operation -two page medical letters.
	-insurance office typing	-monthly reports -cards for a reference file

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES AND LEARNING OUTCOMES
Semester Year		-letters with blind carbon copy notation -reports in manuscript style
	-technical office typing	-computer programs -two page technical letters -message reply memos -specification sheets
	-government office typing	-government reports -government letters -disposition forms
1-2 wks	To become aware of the business world.	THE STUDENT SHOULD: Take a Civil Service and other employment tests, followed with class discussion. Type letters of application, personal data sheet, and application blanks.

TEACHING SUGGESTIONS

1. Administer a performance pretest at the beginning of the course to determine present production ability and knowledge of typewriting related information.

2. Demonstrate frequently using good form and techniques to set the example for improved stroking, for refining manipulative skills, for developing flow of work patterns, and for refining production skills. When demonstrating at the typewriter, place the stand diagonally at the side of the room.

3. Set short-range goals that can be achieved; increase goals frequently as a means of motivating students to achieve new goals.

4. Collect business forms from the community to use as sample illustrations and practice forms.

5. Allow students to use their own initiative. Provide exercises where students do not copy from a book.

6. Accept only that work which is satisfactory as measured by office standards. Provide work comparable to that in the office; a wide variety of materials; stress rapid production, efficient organization of work, proper work habits, and knowledge and skills needed for success in business.

7. Utilize various business forms and methods in integrated, simulated, and model office situations throughout the year.

8. Provide students with a maximum of time for production work. Using 20-30 minute periods, strive for production of 3 to 4 letters the first semester, 5 to 6 the second semster, of approximately 125 words with all errors corrected, including the making of carbon copies and addressing of envelopes. Some production tests include rough drafts, tabulated forms, and material other than letters. Grades are determined by the quantity of mailable material produced within the testing period.

9. Base the grades for vocational typewriting upon several factors, including speed and accuracy on timed writings, work habits, attitudes, and performance. Progress reports to students are a logical part of the total program of pupil evaluation.

POSSIBLE BASIC TEXTBOOKS

Lessenberry, D. D., Crawford, T. James, Erickson, Lawrence W., Beaumont, Lee R., Robinson, Jerry W., Century 21 Typewriting, Cycle II, South-Western Publishing Co., 1972.

Rowe, John L., Lloyd, Alan C., Winger, Fred E., Typing 300, Book II, Gregg Division/McGraw-Hill Book Company, 1972.

INTRODUCTION TO DISTRIBUTIVE EDUCATION

In education today the term "relevant" is heard repeatedly. Young people are looking for a program that is meaningful and relates to life. Distributive Education is one program that is definitely "relevant." The educational experiences that students obtain in the classroom and at the occupational training station provides them with usable knowledge and skills general enough to be valuable in many occupations and specific enough for employability.

The relevancy and practicability of Distributive Education make it an increasingly popular offering at the high school and post high school level.

Introduction to Distributive Education is a total program of study preparing students for entry positions in the field of marketing. The first and foremost consideration is the individual student's interest and objectives as they apply to the field of marketing and distribution. With these student interests and objectives defined, the Distributive Education teacher-coordinator develops a plan involving classroom work, on-the-job experience, and leadership activities which will provide for the student both knowledge and abilities he can use to further his chosen occupations.

The instruction a student receives in the classroom from his teacher is related to the skills the student is acquiring at his training station. Relating the classroom work and the training station learning becomes the essential element which makes Distributive Education a total cooperative program of study.

These guides are built around the premise that teachers in our high schools and employers in business and industry will participate in a continuous evaluation and updating process so that obsolescence in Distributive Education programs can be minimized.

Philosophy

The theory that classroom instruction with related occupational training is the best educational experience that can be offered has been born out in practice through Distributive Education. By participating in this type of cooperative education, the student matures more rapidly, sees more reason for the classroom learning in all areas and completes the program much more able to enter the world of work than the non-participating student. The occupational learning is more relevant because it is practical and the classroom instruction is more meaningful being directly related to the occupational training. The Distributive Education program, therefore, plans its curriculum, training plans, and related learning experiences so that the student receives a completely meaningful cooperative training.

Objectives

1. Provide classroom learning through a curriculum that complements the occupational experiences.

2. Prepare training plans for students on the job that contain a variety of skills and understandings that provide employability.

3. Provide broad background learning experiences so that students understand techniques of distribution and the free enterprise system.

4. Develop leadership, social intelligence, vocational understanding, and civic consciousness.

SUPERVISED COOPERATIVE OCCUPATIONAL EXPERIENCE

Course Description

Cooperative Vocational Education is an instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction. The on-the-job learning experiences must be consistent with the occupational objectives of students. Students are normally paid a minimum wage by the employer in order to receive credit for this course.

The term "Cooperative" describes the working relationship between school and business in preparing students for the world of work. To achieve the goals of this team teaching arrangement, the teacher-coordinator, employer, and training sponsor have instructional responsibilities. In school the teacher-coordinator combines related instruction with the student employment experiences. He also works closely with the training sponsor in planning student learning experiences which are consistent with both student and employer goals. The training sponsor combines regularly scheduled part-time employment experiences and instruction so that the student will be able to develop and refine competencies needed for entry-level jobs and possible advancement in his chosen occupational field.

Course Objectives

One of the expected outcomes of cooperative vocational education is the student's ability to adjust to work environments. The intent is that by teaching him to interact effectively with fellow workers and supervisors under various conditions in the cooperative training station, he will acquire capabilities which will persist as he progresses in his career and takes positions in other work environments. The student should be able:

1. To develop knowledge and skills essential for business employment and advancement.
2. To interact with co-workers, supervisors, and employers.
3. To stimulate critical analysis of current jobs and career possibilities.
4. To develop desirable work habits and attitudes.
5. To make rational economic decisions about employment spending and saving and participate in a private enterprise economy.
6. To manage work and leisure time.
7. To develop good habits of observation and good judgement skills.

North Dakota Secondary Course Code

04999

Course Content

Actual work experience downtown at a training station coordinated with related in-class instruction. The student is normally paid a minimum wage while employed in the work station.

Course Credit

One-half or one per year

Course Location

11 - 12

Course Length

Students work approximately an average of 15 hours per week for 18 weeks for one-half credit or 36 weeks for one credit.

TIME	THE STUDENT LEARNS	SUGGESTED ACTIVITIES
1-2 weeks	Orientation and preparation for actual job placement.	THE STUDENT SHOULD: Complete a self-appraisal unit and be able to understand: -the training agreement -the training plan -the purpose of the related class
1-4 weeks	Skills	THE STUDENT SHOULD: Prepare for initial interviewing with training sponsor.
Balance of Semester or Year	Actual on-the-job training	THE STUDENT SHOULD: Hand in weekly reports of hours worked and activities performed. Discuss problems with the teacher-coordinator that arise during the week. Follow all aspects of the training plan. Seek remedial help from the teacher-coordinator for any aspect of the job in which help is needed.

TEACHING SUGGESTIONS - See page 30 of Distributive Education Handbook, August 1972.

Developed by: USOE/DVTE
4/6/71

Cluster For
MARKETING AND DISTRIBUTION OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

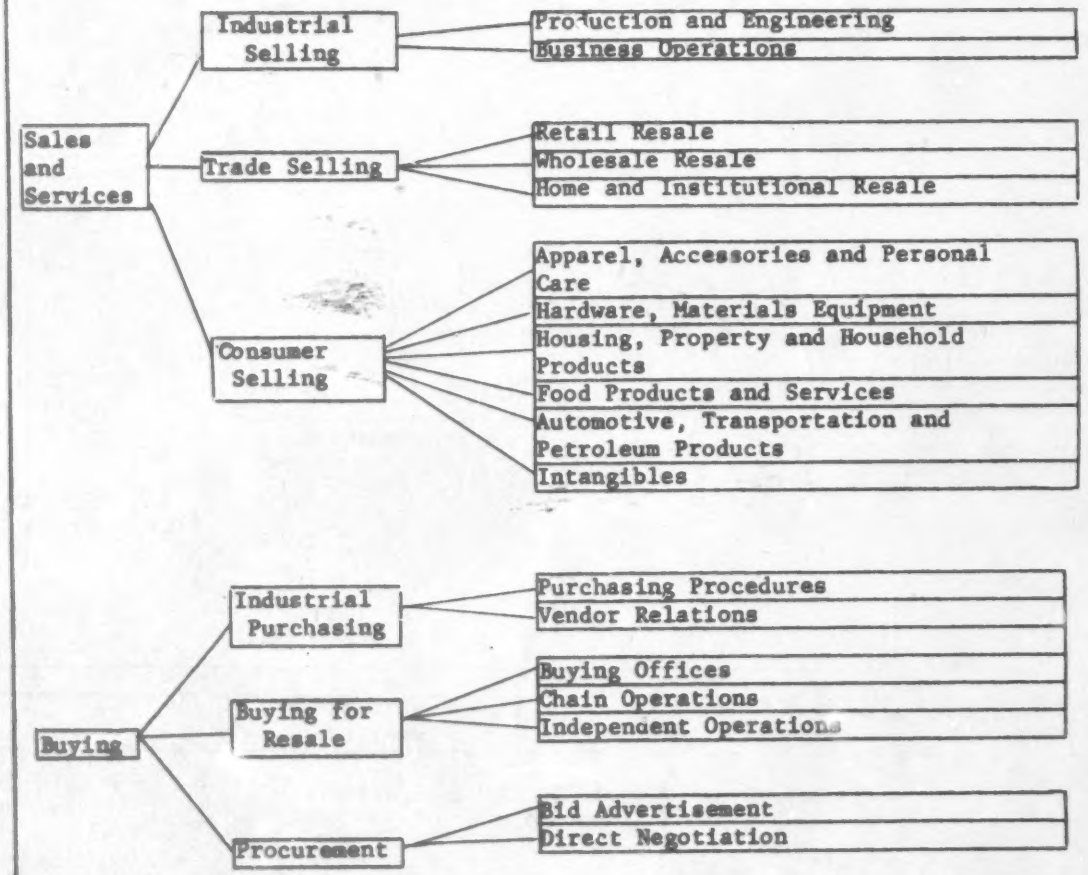
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For
MARKETING AND DISTRIBUTION OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

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What Is Life Style of these People?

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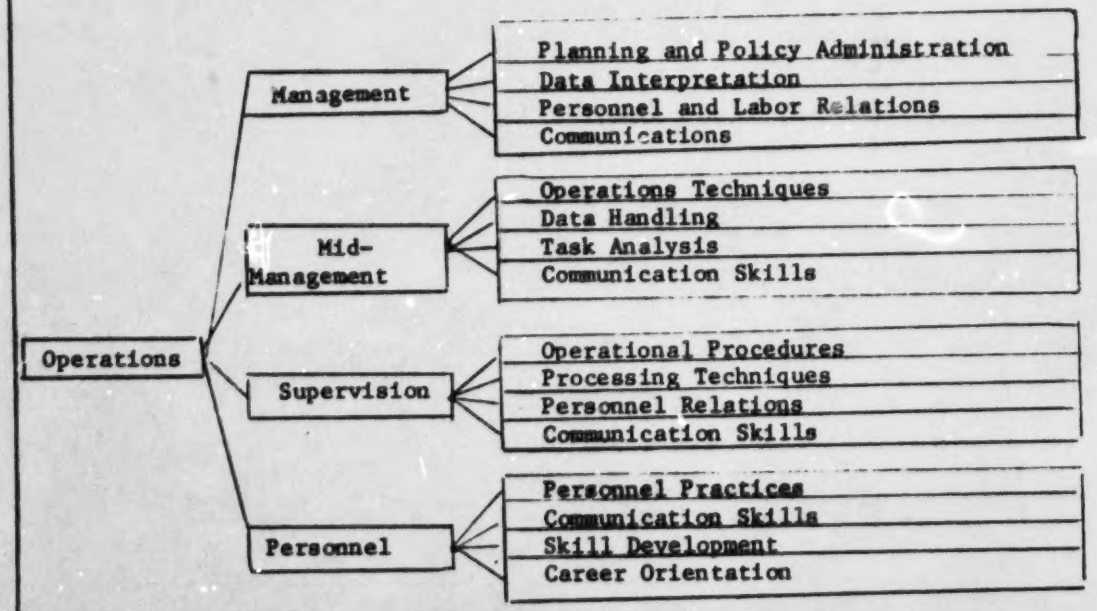


Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For
MARKETING AND DISTRIBUTION OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

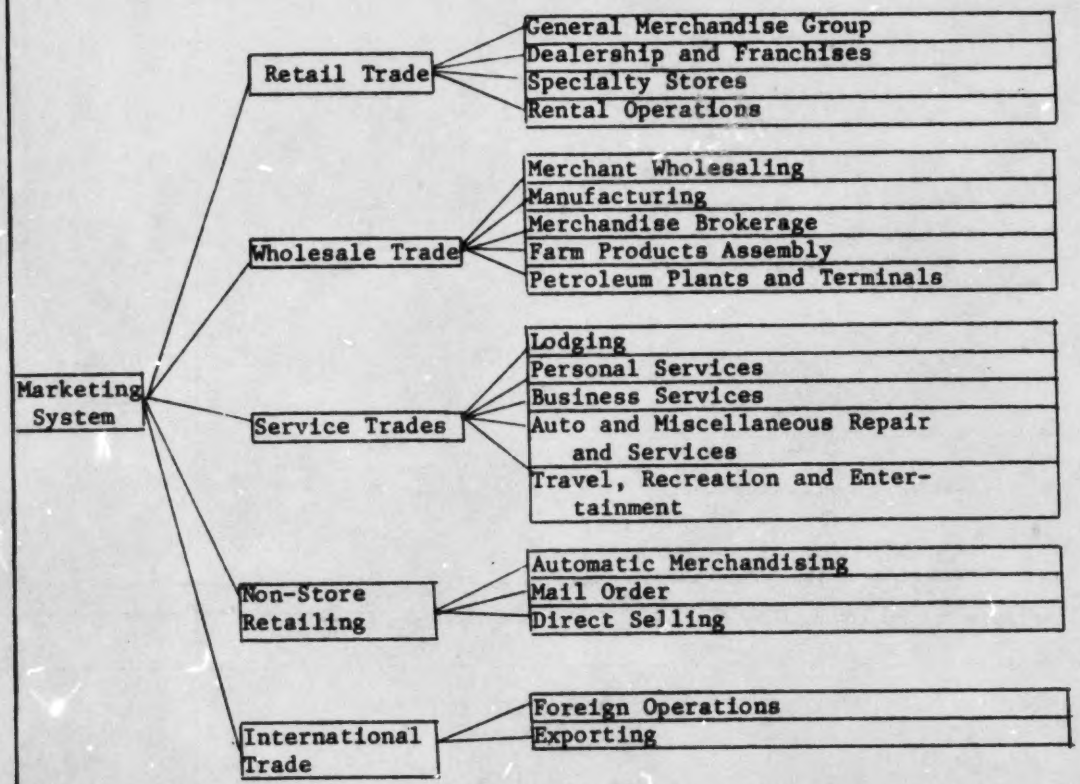
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For
MARKETING AND DISTRIBUTION OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

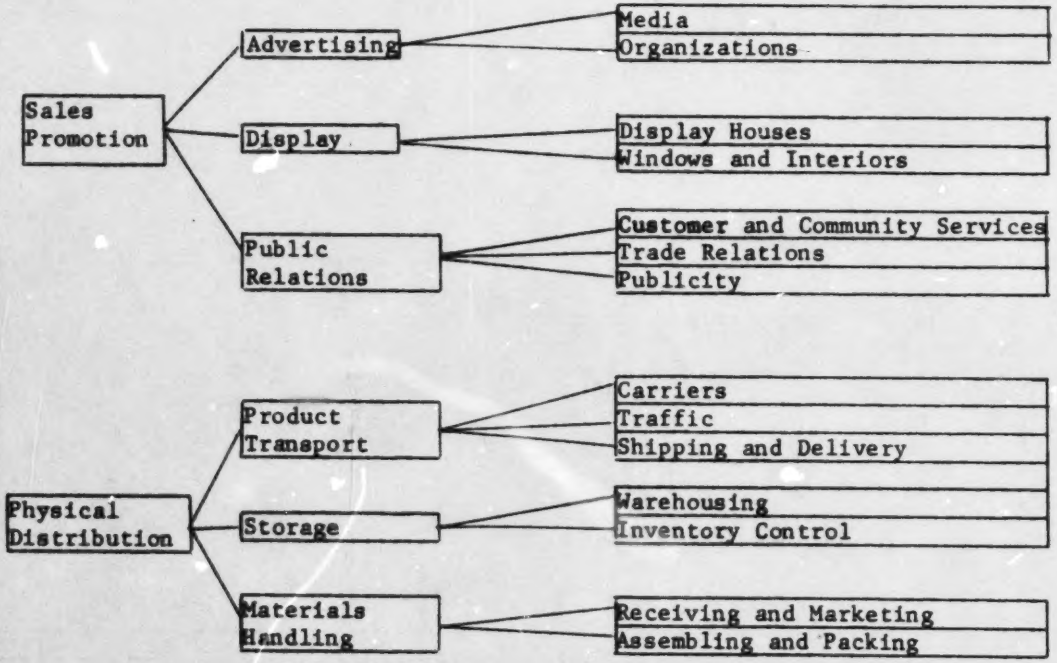
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

Cluster For
MARKETING AND DISTRIBUTION OCCUPATIONS

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options After Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

Sights and Sounds
What Are the Occupations?

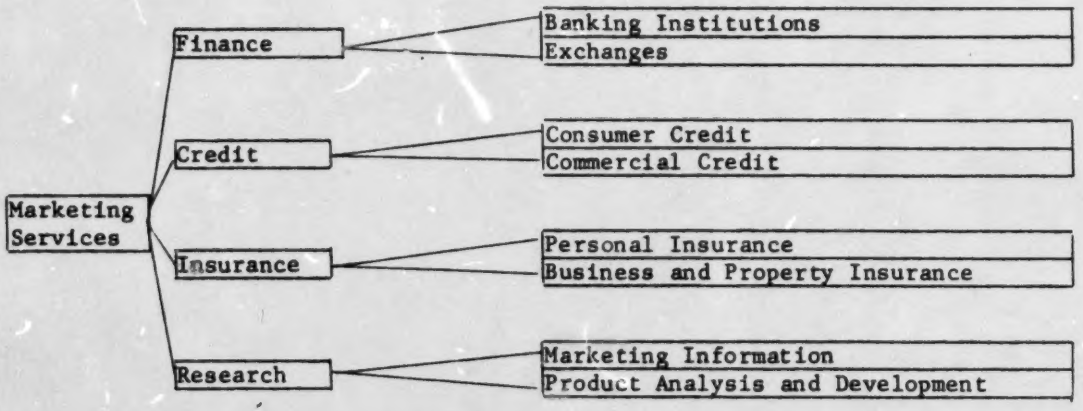
Who Works In These Occupations?

What Is Life Style of these People?

Who Do People Work With?

Where Are These Jobs?

How Do They Accomplish Their Jobs?



Job Placement

Apprenticeship and Adult Education

Post-Secondary Occupational Skill Training

Advanced Education (4-Year College or More)

04.02 Apparel and Accessories

Fashion Coordinator

1. Assists in buying
2. Studies fashion trends
3. Coordinates promotional activities
4. Trains employees
5. Hires employees
6. Sells on the sales floor
7. Goes to market
8. Puts on fashion shows
9. Assists in developing merchandise plans, budgeting, and guidelines

Salesmen - Men and Boys

1. Greets customers
2. Develops interest in merchandise
3. Answers customers questions
4. Determines customer needs
5. Explains proper care of merchandise
6. Shows a variety of goods
7. Helps customer make a decision
8. Suggests related items after a purchase has been made
9. Writes up a sales or charge slip
10. Receives cash payments
11. Rings up sale
12. Returns change and receipt
13. Handles returns and exchanges
14. Straightens stock area
15. Makes sure work area is neat and clean
16. May assist in ordering stock
17. May stock shelves and racks
18. May mark or remark prices
19. May prepare displays

Salesmen - Women and Girls

1. Would have the same duties as a salesmen for men and boys wear

Salesperson - Shoes

1. Greets customers
2. Determines customer needs
3. Answers customer questions and objections
4. Correctly fits shoe size
5. Shows a variety of shoes
6. Locates correct shoe in stock area
7. Helps customer make a selection
8. Suggests related products after purchase is made
9. Explains proper care of merchandise
10. Writes up sales slip
11. Receives cash payments
12. Rings up sales
13. Returns change and receipts
14. Handles returns and exchanges
15. Straightens stock
16. Cleans work area
17. Mark or remark prices
18. Prepares shoe displays

Jewelry and Optical

1. Greets customer
2. Determines customer needs
3. Shows merchandise
4. Answers questions and objections
5. Supplies product information
6. Estimates repairs
7. Sets up displays
8. Keeps records of styles picked by brides-to-be

Notions and Accessories

1. Greets customers
2. Sells notions
3. Duties similar to that of a mens wear or womens wear salesperson

04.03 Automotive and Petroleum

Parts Counter Man

1. Greets customers
2. Sells replacement parts and accessories
3. Determines customer needs
4. Takes telephone orders
5. Supplies necessary parts to mechanics
6. Locates parts in stockroom
7. Suggests interchangeable parts if original is not in stock
8. Places special orders for parts
9. Determines parts prices
10. Receives cash payments
11. Writes up sales or charge slips
12. Keeps catalogs and price lists up to date
13. Rings up sales
14. Returns change and receipts
15. May order replacement stock
16. May unpack incoming shipments

04.03 Automotive and Petroleum, (Continued)

17. May maintain sales records
18. Takes inventory

Service Station Attendent

1. Greets customers
2. Determines customer needs
3. Pumps gas
4. Checks proper fluid levels
5. May check tire pressure
6. Washes car windows
7. May make small repairs
8. Receives cash payments
9. Writes up sales slip or charge sales
10. Rings up sales
11. Returns change and receipts
12. Cleans station and pump island area
13. Provides directions and information to customers
14. Sells oil and other car care products
15. Checks for worn or other defective parts
16. Fills oil can racks

Salesperson - Automobile Department

1. Greets customer
2. May sell new, used, or both types of car
3. Determines customer needs
4. Points out benefits that match customer needs
5. Quotes tentative prices and trade-in allowances
6. May arrange financing and insurance for cars they sell
7. Register cars and obtain licence plates
8. Makes sure cars sold have been serviced properly
9. Answers customers questions
10. Maintains contact with buyers by sending out new car literature

Car Wash Attendent

1. Greets customer
2. Takes cash or ticket from customer
3. Rings up sales and gives change
4. Operates car wash equipment
5. Assists in drying car
6. Cleans car wash area daily
7. Services car wash equipment
8. Refills car wash solution

Parking Lot Attendent

1. Greet customers
2. Dispense tickets
3. Park cars
4. Locate cars for customers
5. Receive payments
6. Ring up sales
7. Dispense change and receipts
8. Clean parking lot area

Service Department Manager

1. Greets customers
2. Determines customer needs
3. Writes up work orders
4. Arranges for a mechanic to do the work
5. May test drive autos
6. Records necessary information to obtain warranty coverage
7. Advises customers of approximate cost and how long work will take
8. May sell auto accessories
9. May compute cost of repairs
10. Answers questions regarding costs of work performed
11. Handles customer complaints

Bulk Oil Service

1. Takes customers orders by telephone and in person
2. Fills customers tanks
3. Bills customer regularly - takes care of accounts
4. May check customer tanks and fill periodically
5. May check customer furnances, etc. and do minor repairs
6. Collect accounts
7. Service delivery vehicle

04.05 Floristry

Salesperson - Flowers

1. Greets customers
2. Determines customer needs
3. Selects flowers from stock
4. Wraps flowers if necessary
5. Takes necessary information for delivery orders

04.05 Floristry, (Continued)

6. Takes FTD orders
7. May take telephone orders
8. Rings up sales
9. Writes up cash or charge slips
10. Makes change and returns along with receipt
11. Keeps work area neat and clean
12. May assist in arranging flowers/ bouquets
13. Clean and care for plants
14. Builds displays
15. Advises customers on flower and plant care

Wholesaler - Florist Supplier

1. Calls on florist shops
2. Determines shop needs
3. Suggests new products
4. Inventories supplies
5. Shows product samples and products catalogue
6. Takes customer orders
7. Writes purchase orders
8. Takes care of customer accounts
9. Bills customer at regular intervals

Delivery

1. Picks up flowers and delivery slips from the florist shop
2. Delivers to the correct address
3. Cleans delivery vehicle
4. Has delivery vehicle serviced
5. Takes cash payment from customer

04.06 Food Distribution

Cashier - Checker

1. Greet customer
2. Divides items as to taxable and non-taxable
3. Rings up sales
4. Takes cash payment/checks from customer
5. Gives customer correct change and receipt
6. Dispenses stamps if given at the store
7. Redeems coupons
8. May assist in bagging items
9. Changes cash register tapes

Wholesalesmen - Driver

1. Calls on stores
2. Inventories and rearranges stock
3. Restocks shelves
4. Writes up the purchase order

Cashier - Courtesy

1. Cashes checks
2. May handle returns and adjustments
3. May take utilities payments
4. May direct customers to merchandise areas
5. May take phone calls
6. May be responsible for opening new charge accounts and taking charge payments

Receiving, Marketing, and Stocking

1. May sign bill of lading
2. Unloads shipment
3. Checks merchandise for correct quality, quantity, and damage
4. Marks retail price and correct code information on merchandise
5. Dispose of cartons and crates
6. Keeps receiving and marking areas clean
7. Routes shipments from vendors
8. Keeps accurate records for each shipment
9. Moves stock to forward and reserve stockrooms
10. May prepare claims against vendor
11. Dusts and cleans shelves

Carry out - Baggers

1. Bags items, making sure none are damaged
2. Carriers items to customers car and loads them
3. Thanks customer
4. Fills bag section in check out counter
5. May assist in marking merchandise and stocking shelves
6. Keeps area neat and clean
7. Replaces shopping carts in designated areas
8. Washes windows and does general

cleaning

Wholesale Representative

1. Calls on grocers
2. Inventories stock
3. Suggests quantity of stock to carry
4. Suggests items to be added to stock
5. Sets up displays
6. Assists in promotional activities
7. Keeps accurate accounts
8. Writes purchase orders

Rack Jobber

1. Checks over delivery vehicle
2. Organizes delivery schedule
3. Prepares customers racks - cleans, inventories
4. Replenishes stock, removes slow moving merchandise
5. Prepares display
6. Prepares sales slip
7. Returns to warehouse and re-stocks truck at end of day
8. Prepares truck for next days deliveries
9. Parks truck
10. Turns in cash and credit slips
11. Prepares turnover figures for each store
12. Arranges delivery schedule for next day
13. Contacts prospective customers

04.07 Food Services

Waiter - Waitress

1. Greet customers
2. Take order and sales check
3. Clean counter and carry out dirty dishes
4. Set up counter
5. Fill napkin holders, salt and pepper containers
6. Prepare soft drinks, malts, etc.
7. Clean under counter and displays
8. Suggest deserts
9. Ring up sale and give correct change
10. Wash dishes and silverware
11. Order pasterys
12. Delegate duties to other employees

Food Checker

1. Set up menu
2. Order food and supplies
3. Handles money and budgets
4. Sets up work schedule
5. Records daily sales transactions
6. Supervises preparation of food
7. Bakes home baked pasteries
8. Trains new employees
9. Coordinates work load among employees

Hostess

1. Greets customers
2. Shows them to their table
3. Serves menu
4. Supervises other waitresses
5. Supervises bus boys
6. Sets up work schedule
7. Helps to clean tables
8. Rings up sale and makes change
9. Trains new employees

Food Vending Service & Coin Collection

1. Contact manager to place machines in establishment
2. Install vending machines with food and coins
3. Repair machines and clean
4. Order merchandise from wholesaler
5. Collect money, give % to business
6. Set up budgets, determine which machines are unprofitable
7. Complete outside expense and call sheets
8. Train new employees

Wholesaler Supplier

1. Calls on retailers and sells merchandise
2. Delivers merchandise to store
3. Sets up store displays
4. Completes outside call and expense reports
5. Loads truck
6. Takes inventory and order merchandise
7. Train new employees

04.08 General Merchandise

Store Manager

1. Hire, fire people
2. Trains employees and delegate duties and responsibilities
3. Coordinates promotional activities
4. Sets up budgets and analyzes ratios
5. Coordinates internal and external displays
6. Enforces store policies
7. Conducts sales meetings
8. Motivates his personel
9. Assists with buying
10. Evaluates store performance
11. Assist personel with problems
12. Negotiates with union officials
13. Active in community affairs

Operating Manager

1. Completes store budgets with assistants from manager
2. Hires new employees
3. Supervises non-selling employees
4. Orders displays and equipment
5. Review outside call sheets and expenses
6. Completes Manager monthly internal audit check
7. Conducts weekly meeting with department heads
8. Restricts the $ amount that can be spent in the store
9. Supervises delivery schedule
10. Review service department performance, auto service performance
11. Handles security regulations and control
12. Handles customers injuries

Merchandise Manager

1. Complete merchandise plan, open to buy and basic stock list
2. Buys merchandise for all promotional activities
3. Approves purchase orders for basic list items
4. Coordinates promotional activities and lays out ads
5. Plans all other medias
6. Supervises and trains selling employees
7. Sells on the sales floor
8. Coordinates displays activities
9. Goes to market to buy merchandise
10. Handles security regulations and controls
11. Handles customers injuries

Salesperson

1. Sell merchandise
2. Describes selling points about merchandise
3. Makes outside calls
4. Demonstrates merchandise
5. Prepares salescheck and bids
6. Explains credit terms
7. Counts basic stock list and orders merchandise
8. Sets up window and interior displays
9. Tally daily expense accounts
10. Makes refunds and exchanges
11. Keeps floor stock current, clean and arranged
12. Sells credit

Receiving, Marking, Warehouse Manager

1. Unloads freight from carrier
2. Checks for damaged cartons
3. Counts number of pieces of merchandise
4. Signs Bill of Lading
5. Records information into receiving record
6. Pulls invoice order and matches with receiving order
7. Counts merchandise and prices
8. Takes merchandise to sales floor or warehouse
9. Files claims and shortages
10. Ships returns and claims to vendors
11. Keeps warehouse clean
12. Set up deliveries and help to load
13. Assists customers with merchandise pickup from warehouse
14. Supervises and trains new warehouse personnel
15. Sets up merchandise

Buyer

1. Sets up merchandise plan

04.08 General Merchandise, (Continued)

2. Calculates open to buy
3. Determines buying policies and price linning
4. Coordinates buying activities with promotional events
5. Orders displays to tie in with merchandise displays
6. Sells on sales floor
7. Goes to market
8. Delegates of duties to personnel under his supervision
9. Holds meetings, informs them about new products
10. Sets markdowns policies

Cashier

1. Tabulates daily cash register rings and records on Sales & Cash report
2. Completes cash flow reports (Income tax, Federal Withholding tax, ect.)
3. Makes bank deposits
4. Calculate time card hours
5. Makes out payroll
6. Handles bad check reports
7. Pays freight bills and all other bills
8. Supervise employees and trains in company procedures

Credit Manager

1. Approves credit sales based on store limit by manager
2. Records credits and charges to each account
3. Completes general ledger account to balance books
4. Send out delinquent correspondence
5. Calls on delinquent accounts
6. Trains new employees
7. Establishes limits, analyses accounts
8. Repossesses merchandise
9. Records history of each account and gives credit rating
10. Hires credit collectors
11. Records layaways and bills customers
12. Mails out premium offers to preferred customers
13. Orders credit tools to promote credit

Service Manager

1. Repairs merchandise
2. Supervises other service man
3. Orders parts and supplies
4. Sets up work schedule and route
5. Analyses work reports
6. Outside calls, expense reports
7. Supervises handling of VCB, LBT
8. Sells additional items to customers (soap, service contracts)
9. Sells credit and stores image
10. Calculate repair estimates
11. Completes monthly service performance

Invoice Records Clerk

1. Receives purchase orders, records on open to buy
2. Pays invoices
3. Follow ups on late orders, send cancellations
4. Files freight claims and shortages
5. Completes monthly open to buy report
6. Orders supplies and equipment
7. Matches receiving order with invoice, files in closed orders by departments
8. Calculates monthly book inventory
9. Completes year end reports and reconciles inventory (book - Physical)

04.09 Building Hardware Manager

Salesman General Hardware

1. Sell merchandise
2. Demonstrates merchandise, describes selling points
3. Mixes paints
4. Prepares salescheck and bids
5. Explains credit terms
6. Counts basic stock lists, orders merchandise
7. Sets up interior displays
8. Makes refunds and exchanges
9. Keeps floor stock current, clean and arranged
10. Sells credit

04.09 Building Hardware Manager, (Continued)

11. Rings up sales, makes change, refunds and adjustments

Salesman Building Equipment

1. Sells merchandise
2. Completes floor plan layouts, estimates jobs
3. Demonstrates merchandise, describes selling points
4. Outside calls, check on jobs
5. Coordinates outside work group, assigns work
6. Explains credit terms
7. Trains employees
8. Sets merchandise up for delivery
9. Counts basic stock lists, orders merchandise
10. Attends sales training meeting
11. Contracts outside jobs
12. Set up interior displays

Salesman Farm Equipment

1. Sells merchandise
2. Demonstrates merchandise, describes selling points
3. Assembles merchandise for display
4. Counts basic stock list and orders merchandise
5. Outside calls, expense reports
6. Trains other employees
7. Writes up sales checks, makes change, adjustment
8. Explains credit terms
9. Attends schooling on new products
10. Sets merchandise up for delivery
11. Clean and repair used equipment

04.10 Home Furnishings

Salesman Floor Covering

1. Sells merchandise, describes selling points
2. Supervises installer, or contracts with outside man
3. Counts basic list and orders merchandise
4. Prepares saleschecks, explains credits terms
5. Home calls with samples, measures floor and gives estimates
6. Follows up on completed job
7. Demonstrates cleaning equipment
8. Makes adjustment and refunds
9. Trains new employees
10. Goes to market to buy merchandise
11. Sets up interior displays
12. Telephones prospects

Salesman Furniture

1. Sells merchandise, describes selling points
2. Sets up merchandise and displays
3. Counts basic list and orders merchandise
4. Arragnes floor groupings by rooms
5. Makes outside calls, prepares expense reports
6. Telephones prospects about sale items
7. Completes daily prospect list and items sold
8. Label merchandise with sold tags for delivery
9. Makes adjustments and refunds
10. Completes minor repairs to merchandise
11. Explains credit terms

Salesman Appliance

1. Demonstrates merchandise, describes selling points
2. Makes outside calls, prepare expense report
3. Completes daily prospect list and items sold
4. Telephones prospects about unadvertised specials
5. Counts basic list and orders merchandise
6. Label merchandise with sold tag for delivery
7. Prepare pick-up slip on trade in merchandise
8. Follow up on sale to see if customer is satisfied
9. Unpack or uncrate merchandise for display
10. Price merchandise with correct information
11. Explains credit terms, service policies
12. Make adjustments and refunds

04.10 Home Furnishings, (Continued)

13. Set up interior displays

Receiving, Marking, Delivery

1. Unload appliance, check for damaged cartons
2. Record receiving, record, match order, write information on carton
3. Arrange merchandise for deliveries and install
4. Assist customer with merchandise pickup from warehouse
5. Deliver merchandise to sales floor
6. File claims and shortages
7. Ship returns and claims to vendors
8. Set up merchandise

04.11 Hotel and Lodging

Bellmen

1. Carry baggage of incoming and outgoing guests
2. Escort guests to their rooms
3. Checks to see that rooms are in order
4. Suggests use of hotel services
5. Handles room service
6. Performs errands for guests
7. Delivers packages

Front Office Clerks

1. Greets guests
2. Rents rooms
3. Handles mail
4. Assigns rooms
5. Issues keys
6. Provides information to guests
7. Acts as cashier
8. Dispenses registration forms
9. Takes care of reservations

Travel Clerks

1. Provides travel information to guests
2. Makes advance reservations
3. Arranges for transportation tickets

04.12 Industrial Marketing

Salesmen of Industrial and Manufactured Goods

1. Calls on businesses, retailers, factories, railroads, banks, wholesalers, schools, hospitals, and other institutions
2. Provides product information
3. Adapts sales presentation to customer needs
4. May set up displays and have potential customers observe
5. May train customers employees in operation of new equipment
6. Makes frequent returns to customers to provide necessary service
7. Writes sales reports
8. Makes appointments
9. Compiles prospective customer lists
10. Makes out expense accounts
11. Studies product literature
12. Conducts sales correspondence

04.13 Insurance

Insurance Salesmen - Duties of various types of salesmen very similar

1. Sells policies or contracts to individuals and businesses
2. Assists in planning financial protection
3. Provides advise as to best type of policy to have according to customer need
4. Provides assistance in the settlement of a claim
5. Plans insurance program for prospective customer
6. Developes prospective customer lists
7. Locates and talks to prospective customers

04.15 Personal Services

Manager - Barber or Beauty Shop

1. Orders supplies
2. Pays bills
3. Keeps records
4. Hires and fires employees

04.15 Personal Services, (Continued)

5. Gives haircuts
6. Does hairstyling
7. Does shampooing
8. Sets prices
9. Cleans work area and equipment

Laundry and Cleaning - Counter Clerk

1. Greets customers
2. Takes customers clothes
3. Records necessary laundry and cleaning information
4. Gives customer clothing receipt
5. Takes clothes to laundry and cleaning work area
6. Returns final product to the customer
7. Takes payment for cleaning
8. Rings up sale and returns change to customer

04.19 Transportation

Traffic Agent

1. Schedule shipments for routeing
2. Complete reports, set schedule for employees
3. File claims
4. Assist customers
5. Supervise employees
6. Identify rate schedules

Materials Handler

1. Load and unload merchandise
2. Use materials handling equipment
3. Store merchandise
4. Fill orders for shipment
5. Take inventory of merchandise
6. Assist customers in taking merchandise
7. Supervises other employees
8. Drive truck; sign freight bills
9. Pack and crate merchandise to be shipped out

TRAINING PLAN FOR COOPERATIVE DISTRIBUTIVE EDUCATION

The_____will permit_____from_____

High School to enter their establishment as an employee under the supervision of_____

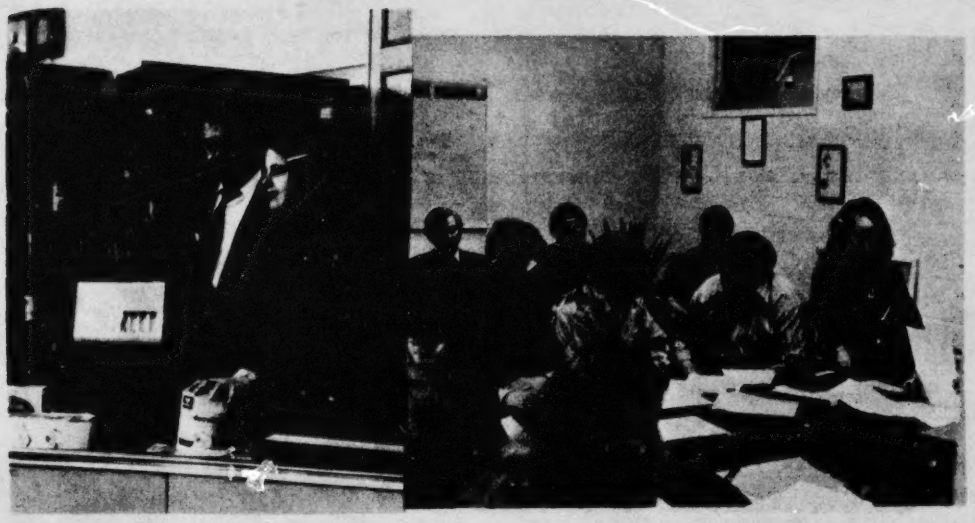
for the purpose of gaining knowledge and experience in the occupational area of 04.02 - Apparel and Accessories so that the student may prepare for a career as a(n) Manager of a men's wear department.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
8 Weeks	Salesmanship				
	1. Greet all customers	X	X		
	2. Demonstrate merchandise	X	X		
	3. Measure customer for correct size	X			
	4. Measure customer for clothing alterations	X			
	5. Close sale	X	X		
	6. Suggest additional merchandise	X	X		
	7. Complete necessary forms	X	X		
	a. Charge slips				
	b. Lay-a-way slips				
	c. Sales slips				
	8. Operate cash register	X	X		
	9. Receive cash, make change, handle checks	X	X		
	10. Compute required taxes	X	X		
	11. Wrap or bag merchandise	X			
	12. Extend closing cordialities	X	X		
	13. Complete orders made by telephone	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
All Year	Merchandise Care				
	1. Study latest fashion trends	X	X		
	2. Locate and replenish merchandise	X			
	3. Replace price tags	X			
	4. List and straighten merchandise	X			
	5. Replace damaged or soiled merchandise				
All Year	Store Care				
	1. Sweep floor	X			
	2. Clean windows, fixtures and merchandise	X			
	3. Prevent store hazards by keeping areas clear and clean	X			
	4. Prevent shoplifting	X	X		
4 Weeks	Customer Services				
	1. Open charge accounts and explain terms	X			
	2. Handle lay-a-ways	X			
	3. Make cash refunds	X			
	4. Handle merchandise returns	X			
	5. Cash checks	X	X		
	6. Wrap merchandise for gifts	X			
	7. Supervise dressing rooms	X			
	8. Handle customer complaints	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
4 Weeks	Display				
	1. Plan and create interior displays	X	X		
	2. Plan and create window displays	X	X		
	3. Coordinate window with interior displays	X	X		
	4. Prepare show cards and price cards	X	X		
12 Weeks	Merchandising				
	1. Study "Buyer's Guide" and materials from buying resources	X	X		
	2. Complete forms related to merchandising	X	X		
	a. Want slips				
	b. Buying plans				
	c. Invoices				
	d. Purchase orders				
	e. Receiving records				
	f. Return and credit forms				
	g. Inventory control				
	3. Receive and unpack merchandise	X			
	a. Check for shortages				
	b. Check against invoice				
	c. Work with bookkeeper on payments				
	4. Compute mark-ups	X	X		
	5. Price and code merchandise	X	X		
	6. Store merchandise	X			
	7. Stock the selling floor	X			
	8. Instruct selling personnel on sales aides	X	X		
	9. Compute mark downs	X	X		
	10. Take periodic inventories	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
4 Weeks	Advertising				
	1. Study advertising media, uses and prices	X	X		
	2. Prepare newspaper advertisement	X	X		
	3. Write copy for showcards	X	X		
	4. Write copy for TV and radio communications	X	X		
	5. Prepare advertising budget	X	X		
	6. Coordinate advertising with visual merchandising	X	X		
4 Weeks	Department Management				
	1. Close cash registers	X	X		
	2. Prepare time cards	X			
	3. Keep basic records	X			
	4. Explain company rules and policies	X			
All Year	Human Relations and Personality Development				



DISTRIBUTIVE EDUCATION I

Course Description

The marketing segment of our American Free Enterprise System is undergoing changes that affect the educational qualifications of young people pursuing occupational careers in this field. Because the purpose of vocational education is to prepare the student for gainful employment, it is necessary to emphasize the development of instructional materials designed to meet this challenge. "Course of Study for Marketing I" is an effort to this end.

Course Objectives

1. Differentiate and maintain the attitudes helpful in successful career planning and development.
2. Demonstrate the techniques in applying for employment.
3. Select career goals that are realistic in terms of one's abilities and interests at this time and in the future.
4. Develop in writing job analyses to evaluate one's own qualifications in relation to these analyses.
5. Identify all parts of a cash register and demonstrate and explain their function.
6. Identify DECA activities and discuss how they contribute to the learning of Distribution and Marketing.
7. Identify personality traits that are considered acceptable in social and business relationships.

8. Demonstrate a knowledge of good human relations by correct behavior in school and on the job.

9. Identify the principles of effective oral and written communication.

10. Demonstrate the ability to communicate effectively on the job and in personal life.

11. Identify specific product selling points to an individual customer's buying motives.

12. Identify the stages a customer goes through in a buying process.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester or 18 weeks for 90 class periods

North Dakota Secondary Course Code

04010 - I

JOB SEEKING

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
10 hours	Demonstrate the techniques in applying for employment.	Assign readings on job seeking.
	Conduct himself properly in an employment interview.	Have students fill out self-inventory, personal data sheet, and application blank.
	Identify various sources for finding employment opportunities.	Practice taking tests which are given by some employers.
	Complete a personal data sheet.	Role playing on "Applying for a Job", letting each student apply for a job and video taping.
	Complete a job application form.	
	Demonstrate proper personal grooming.	Check these findings: (a) voice (b) appearance, dress, grooming (c) interest
	List steps to follow after completing a job interview.	Invite a personnel director from a local store to come to class and conduct the interviews.
		Suggest that students get information about a company from the community in which business is located or from the library.
		Penmanship drills.
		Discuss the idea that "Your Letter is You".

HUMAN RELATIONS

8 hours	Define in writing or orally what human relations means.	Assign readings from Psychology and Human Relations in Marketing.
	Describe the basic needs that all people have.	List personality traits that students like and dislike.
	Describe the characteristics of effective human relations.	List traits students like and dislike in fellow employees and employers. Discuss.
	Identify the personality traits that are considered acceptable in social and business relationships.	Discuss human relations problems that occur in family situations.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Classify his personality traits into the categories of physical, mental, and emotional.	Analyze case problems in groups and individually.
	List the qualities they now possess or can develop that will aid in a successful marketing career.	Class discussion on behavior management expects from employees.
	Prepare a personality improvement plan.	Personnel manager from a local business to discuss human relations with the class.
	List several human relation traits that are important to supervisors and employees.	Have students evaluate class members on their human relations practices.
	Describe how human relations may differ in a formal and informal setting.	Show selected films available at the State Office Building.
	List several human relations problems a new employee may encounter and suggestions for avoiding them.	Show film on personnel management available at SBA office.
	List several methods used by employers to achieve participation and cooperation from employees.	Have students prepare job descriptions for careers dealing with human relations.
	Describe the effect of human relations on an individual's morale.	Summarize magazine articles on human relations and have them report to the class.
	Describe the importance and effect that informal small groups have on a business.	
	Provide workable solutions to human relations problems.	
	Demonstrate a knowledge of good human relations by his behavior in school and on the job.	
	List several jobs in marketing that deal with human relations.	
	PERSONALITY	
4 hours	Describe the importance of psychology in business by: (a) learning to understand one's self (b) learning to understand others	Assign readings on personality. List of examples of ways to achieve one's goal:

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Recognize those elements of personality necessary for successful career development and practice those elements.	(a) Why each method is unacceptable. (b) Whether these methods are equally bad in one's job.
	Differentiate and maintain the attitudes helpful in successful career planning and development.	Describe a situation which you observed in school where leaders got results by setting an example that was imitated.
	Identify and follow characteristics of basic grooming and minimum dress requirements.	Role play personality traits that would be beneficial.
	List characteristics of a good personality.	Complete personality rating sheets and personality inventory.
	Recognize the personality traits and will be able to measure his own personality and aim toward improving himself and his attitude.	Have buzz discussions and find out what makes a good personality.
	Describe the importance of psychology in personnel work.	Discuss "Golden Rule".
		Discuss the fact that many people measure intelligence by the way an individual performs instead of by scientific test scores.
		Check with guidance counselor and review test scores to class grades.
		Class discussion of job analysis prepared by students.
	BASIC MATH	
8 hours	Perform fundamental arithmetic computations of addition, subtraction, multiplication, division, percentage, decimals, and fractions with 100% accuracy.	Use pretests to determine individual needs in this area.
	Complete mathematical problems legibly, accurately and with speed.	Assign problems and readings from a business math book as needed.
		Prepare handouts containing each type of problem and have the students complete.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Calculate customer costs given sales transactions involving weights and measures.	Use sales slips and hypothetical purchases to provide practice for the students.
	Calculate gross and net employees earnings given hourly rates, commissions, and deductions.	Use sample payroll checks and have the students complete.
	Calculate transactions on sales slips using unit prices, quantity prices, average prices, and prices for fractional quantities.	Use materials from SBA on the different types of computations used in business.
	Compute purchase cost for merchandise given the purchase price, types of discounts, and transportation charges.	
	Calculate open to buy given the necessary information.	
	Compute the amount and percent of markups and markdowns.	
	COMMUNICATION	
8 hours	Identify the principles of effective oral and written communication.	Assign readings on communication.
	Identify the elements involved in communications.	Let a student give a sales demonstration or tell a short story and try to keep the audience interested in spite of interruptions and unusual occurrences which are planned by the teacher.
	Demonstrate the ability to communicate effectively on his job and his personal life.	Use role playing and have students handle the following: (a) Complaint from customer by telephone. (b) Face-to-face sale of product to customer. (c) Extending credit to customer.
	Evaluate a group of business communications. Gather the main points and ideas.	Draw examples of mannerisms from group.
	Prepare a plan of self evaluation on his speech together with a plan to improve himself.	Show movie "Voice with a Smile" from the Bell Telephone Company.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
		Use teletrainer and tape recorder to demonstrate more effective telephone usage. Assignment: (a) Outline a four minute talk. (b) Is the purpose clear? (c) Is outline complete and well proportioned?
	CASH REGISTER AND CHANGE MAKING	
8 hours	List the functions of a cash register. Identify all parts of a cash register and explain their function. Operate a cash register quickly and accurately using the touch systems. Define what is meant by cash over and under and give possible reasons for both occurrences. Describe the methods commonly used to correct errors made while ringing up a sale. Check out a cash register and prove cash as would normally be done. Prepare a proof of cash slip. Change the customer receipt and detail audit tapes, read the counters, and change the date on the cash register. Reset the activity counters and the consecutive receipt number mechanism. Describe new features on today's cash registers. List in order the steps that are to be taken when computing change manually.	Assign readings on cash register operation and the handling of money. Survey class to determine experience with cash registers. Divide class into small groups and demonstrate the different functions of the machine. Have students practice ringing up sales, changing tapes, totaling the machine, and counting back change. Have students with experience work with others during free time.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Count back change to a customer correctly.	
	Read and reset the totals of the salesperson, department, and transaction keys.	
	List several methods that are used to short change checkers during the change making process and describe correct checker responses.	
	DECA	
14 hours	Identify qualities needed for true leadership.	Assign readings on DECA.
	Define and discuss the nature and purposes of DECA.	Read and study DECA handbook.
	Identify the organizational and democratic principles used in DECA.	Have students participate in meetings, social activities, fund raising, and competitive activities.
	Develop competencies needed for leadership in social and civic activities.	Demonstration of parliamentary procedures.
	Develop competencies essential for poise and self-confidence in and before a group.	Appoint special committees and set chapter goals.
	Develop a grogram of activities suitable for DECA.	Show slides on NLC convention.
	Identify DECA activities and discuss how they contribute to the learning of Distribution and Marketing.	Demo of DECA competitive events using video tapes to compare results.
	Develop an understanding of DECA and how DECA relates to the total instructional program in distribution.	Have students contact advisory members about research topics which could be used for activity manuals.
	Comprehend the importance of being an active member in DECA.	Panel of students discuss: "DECA organization and for what purpose does DECA exist."
		Election of officers--see DECA handbook for requirements of candidates for office and what offices to fill.
		DECA contests and awards program.

EMPLOYEE COMPENSATION

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
2 hours	Describe the different compensation plans that are being used to pay employees and list the advantages and disadvantages of each. Compute earnings under each of the following plans: straight salary, straight commission, draw on commission, and the quota plan. List types of fringe benefits that are commonly given to employees as a part of their compensation. Describe other reasons for entering the field of distribution other than the monetary rewards and fringe benefits.	Assign readings on employee compensation. Survey local business firms to determine methods of compensation and discuss. Work problems and compute earnings under the different payment plans. Have students research jobs of interest to determine the type and amount of compensation common in that area.

INTRODUCTION TO RETAILING

4 hours	Describe the development of retailing from its beginning to the present and to postulate future developments. Identify different types of retail stores and service businesses List advantages and disadvantages for each type of store operation. Define the meaning of the term "Economics". Describe the various goals of an economic system. Identify the worker's role as a citizen in a free economy including his privileges, restrictions, and responsibilities. Describe the roles of marketing and distribution in the various economic systems. Describe the relationship of distribution to production and consumption.	Assign readings on retailing. Show how customer choice of consumer items determine what products can be produced and marketed. Have students discuss the advantages and disadvantages of competition. Develop through class discussion the importance of distribution. View film "Distribution Dilema". Invite a retail merchant who is active in the Chamber of Commerce to speak on services or retailing. Individual students select an occupation in the retail or service business field. Gather information on the ways that the occupations serve the needs, and wants of customers.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Define the various economic "laws" of consumption.	Read current business magazines.
	PERSONAL GROOMING	
2 hours	List reasons why cleanliness and appearance are especially important in retailing. Describe correct dress for job interviews. Define good grooming. Demonstrate through their practices personal cleanliness, good oral hygiene, and physical fitness.	Assign readings on skin care, makeup, deodorant, dental care, posture, and appearance in general. Discuss importance of first impressions. Have students complete a self-inventory form on grooming. Have boys give likes and dislikes concerning girls dress and appearance, then change roles. Discuss current styles and fashions that are generally acceptable. Select guest speakers from beauty consultants, doctors, dentists, and personnel managers. Show films.
	CAREERS IN DISTRIBUTION	
10 hours	Identify and list twenty jobs in distribution. Select career goals that are realistic in terms of one's abilities and interests at this time and in the future. Develop and use materials helpful in reaching his goals. Describe career opportunities available in your local community.	Assign readings on careers in distribution. Complete occupational interest test. Prepare a plan setting an immediate job objective. Indicate step by step how you plan to become proficient in the job. Include plans for improvement in school and on the job.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Describe sources of educational and vocational information in choosing a career.	Class discussion on job opportunities.
	Develop in writing job analyses to evaluate one's own qualifications in relation to these analyses.	Buzz session: 1. What makes people work? 2. Why do they do the jobs they do?
	Discuss the significance of continuing one's education for distribution on the post high school level.	Use outside speakers in wholesaling, selling or service to show how they have advanced in their jobs.
	Develop in writing plans to achieve career goals.	Visit state employment bureau.
		Review career pamphlets. Interview a successful person in an occupation that is of interest to you.
		Prepare a personal resume and participate in an actual employment interview.
		Prepare a list of the types of working conditions and the types of employment in the order of their importance to you.
	PRODUCT KNOWLEDGE	
5 hours	Define product knowledge.	Assign readings on product knowledge.
	List several reasons why product knowledge is essential to a salesman.	Have students summarize articles from Consumer Reports and Consumer Bulletin magazines.
	List at least 5 potential sources of product information.	Assign students to gather product information from advertisements.
	Relate product knowledge to customer needs.	Have students prepare product analysis sheets.
	Describe how product knowledge is helpful when encouraging a customer to trade up.	

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	List the types of information about a product that a salesman should possess.	Show several items of merchandise and have students list the types of information about each that would be of importance to customers.
	Transform product knowledge into customer benefits.	Bring labels to class and discuss them as a knowledge source.
		Take a field trip to a manufacturing firm if possible.
		Have students shop several stores for a particular item and have them evaluate the salespeople's product knowledge.
		Select a product that has several strong competing brands. Divide the class into groups and have them debate the merits of each brand. The group that supplies the most information wins.
		Have the students prepare a merchandise manual.
	CONSUMER BUYING MOTIVES	
5 hours	Develop an awareness and understanding of the buying motives of people.	Assign readings on consumer buying motives.
	Given a list of buying motives, classify them as: (a) Emotional (b) Rational (c) Product	Have a local demonstrator of some product demonstrate it to the class.
	Identify specific product selling points to an individual customer's buying motives.	Class project--Class members survey customer's opinions of some store services. (a) Where do you shop? (b) What do you like about the store there? (c) What do you dislike about them?
	List the five basic buying motives.	
	Differentiate among the several basic ways people make decisions when buying merchandise and services: reasons, emotion, impulse.	Dramatize by testing the product before a group. Discuss its selling points and buying motives.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Given a list of products, classify as: (a) Convenience goods (b) Shopping goods (c) Speciality goods	Preparation has to be made for the physical steps in a sale in outside selling. Discuss how the mental steps (AIDA) in a sale are similar to the physical steps.
	Identify the stages a customer goes through in a buying process.	Let students present sales demonstrations.
	Develop the ability to be a good listener in order to discover the customer's needs and buying problem.	Role play different types of customers.
		Simulated case problems.
	Develop the ability to ask appropriate questions to better determine the customer's wants and needs.	Ask students what else you should observe about the customer. Such as: voice, clothing, grammer. Develop with student what habits should be studied and be careful not to become too rigid in their judgments.
	Discuss the importance of product information. Identify the different types of product information needed for successful selling.	
	PERSONAL SELLING	
20 hours	Differentiate between a salesman, salesperson, and a salesclerk.	Assign readings on personal selling.
	Define salesmanship.	Discuss idea that nothing happens until a sale is made.
	List the personal qualities a salesman should possess.	Discuss with students what they like and dislike about salespeople.
	Describe the importance of courtesy, cheerfulness, sincerity, and enthusiasm in sales work.	Role play favorable and unfavorable personality traits and sales techniques.
	List the steps of a sale.	
	List the types of approaches.	Analyze newspaper and magazine advertisements to determine what buying motives they are appealing to.
	Select the best type of approach given several selling situations.	
	Identify the qualities of a good approach.	Have students role play when talking about the different parts of a sale.
	List several methods used to determine customer needs.	

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Identify and appeal to different customer buying motives.	Analyze case examples of sales presentation for strong and weak points.
	Differentiate between objections and excuses.	Video tape and play back to the class an actual sales presentation given by a local salesman.
	Given a variety of objections overcome each with a correct response.	Have students give a sales presentation and record or video tape for playback and analysis.
	Give reasons for trading up and list types of suggestion selling items.	Show slides on successful selling ideas available at the state office.
	Given a list of customer responses, including comments, questions, and actions, identify those that are possible buying signals.	Show films.
	List in writing and use 6 specific techniques for closing a sale.	Have students summarize magazine articles on selling.
	Given a conversation between a salesman and a customer the student will be able to determine at what points the customer reaches the following stages of the sale: (1) Attention (2) Interest (3) Desire (4) Conviction (5) Action In the same dialogue the student will be able to identify the approach, main body of the presentation, and the close.	Invite a successful salesman to speak to the class on selling.
	Demonstrate the ability to perform the following personal sales functions effectively: approach customers, identify their wants and needs, present merchandise, substitute merchandise, trade up, handle objections and excuses, and use suggestion selling in an actual sales demonstration.	Have the students apply their knowledge by conducting a door-to-door sale campaign.
	Display an elementary knowledge of the different sales jobs available.	

DISTRIBUTIVE EDUCATION II

Course Description

This unit is primarily directed toward the development of favorable attitudes and basic concepts concerning retailing. Emphasis is placed on skill building activities in the areas of receiving, marking merchandise, checking, and basic math. Special attention will be given to personal budgeting, pricing for a proper margin and markups and markdowns.

Course Objectives

1. Identify the modern developments in marketing, including the supermarket, the discount house, shopping center, and the new inner-city developments.
2. Discuss the effect that all of the changes in our economy, our society, and our government have had on our system of marketing.
3. Identify different types of retail stores and their characteristics.
4. Identify invoice terms correctly so that invoices will be paid at the proper time with the maximum allowable discount taken.
5. Identify and perform the receiving and marking functions.
6. Calculate initial and maintained markup on retail price.
7. Calculate markdowns and identify their couses.
8. Comprehend the relationship of price to sales volume, stock turnover, margin and profit.

9. Read and analyze a Profit and Loss statement.

10. Discuss the affects price structure can have on the business.

11. Prepare a personal budget involving one's daily living expenses.

12. Draw a sketch of main street in your community and elaborate on growth potential of the various businesses.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester or 18 weeks for 90 class periods

North Dakota Secondary Course Code

04010 - II

RETAILING HISTORY AND DEVELOPMENT

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
10 hours	Discuss the historical development of marketing in the Old World. Identify the development of marketing and distribution in America. Identify the modern developments in marketing including the supermarket, the discount house, shopping center, and the new inner-city developments. List five new innovations in retailing. Discuss and give reasons for the changes that have occurred in retailing during the past ten years. Identify different types of retail stores and their characteristics. Identify five types of retail services and describe how they serve customers and community. Identify three ways the retailers serve customers, the economy, and the community. Describe how the retailer makes shopping easy for the customer. Draw a sketch of main street in their community and elaborate on growth potential of the various businesses. Discuss the effect that all of the changes in our economy, our society, and our government have had on our system of marketing.	Assign readings on retailing history and development. Student may be selected to interview merchants to obtain histories of their stores and the plans for growth and make a brief report to the class. Have student give oral reports on government regulations prior to World War II concerning fair trade laws. Have student go into a "buzz session" on the topic "Trends in Retailing". Have students read current articles in "Stores", "Journal of Retailing", or any other references on the discount movement. Discuss new product on the market today that was not there 10 years ago. Discuss effect of automation on retailing. Guest speakers, films.

RECEIVING, MARKING, CHECKING ACTIVITIES

10 hours	Compare different types of transportation used in shipping merchandise from vendor to business. Compare various marking procedures.	Use overhead projector to show typical bills of lading from express, freight, or motorized lines.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Identify invoice terms correctly so that invoices will be paid at the proper time with the maximum allowable discount taken.	Draw examples from group. Point out need for business to make sure the proper discount has been deducted on invoice.
	Identify and perform the receiving, and marking functions. -receive goods delivered to store -check package for quality and quantity -route shipment from vendor -arrange returns to vendor, file claims -mark merchandise with price and stock control information -keep accurate records of each shipment -follow safety measures at all times to prevent injuries	Have student cite examples of merchandise that would use the different types of markers and what types. Explain how packing slips may call for a different style, number, color, material or size, than that received. Explain how cost codes are used. Cite example: Mr. Biggees 12 345678 9
	Identify information placed on a sales ticket.	Tour a department store receiving and marking room.
	Describe three systems used in checking goods.	Invite receiving room or traffic manager to talk on new developments in receiving, checking and marking.
	Comprehend the importance of invoice dating and terms.	Discuss simulated cases.
	DISPLAY	
15 hours	Define all display terms.	Assign readings on display.
	List the purposes of displays.	Use handouts picturing and explaining the elements of design, proportion, balance, etc.
	Classify displays as promotional or institutional.	
	List and describe the types of window display backgrounds.	Work with color wheels and water colors to acquaint students with their use.
	Correctly identify the following types of display: open, closed, built up, shadow box, and shelf.	Practice working with mannequins, pinning, lighting, and show card lettering.
	Pass an objective test on display with 75% accuracy.	Evaluate local store windows.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	List in writing the seven elements of a display.	Take a field trip to the display department of a local store.
	Identify the two types of balances and the five arrangements that are commonly used in merchandise display.	Use guest speaker whose job is that of dressing windows.
	Select, prepare, and arrange merchandise and props using correct principles of design.	Have students sketch sample displays.
	Correctly apply knowledge of design, composition, dominance, balance, and proportion.	Have students construct displays in the classroom.
	Correctly differentiate between colors and identify them as well as their psychological appeals.	Show films and slides.
	Construct a color wheel.	
	Complete a show card grasping the fundamentals of lettering, relationship of spacing and layout, and selectivity of organizing and properly executing a show card.	
	Judge a window display using a DECA rating sheet without deviating more than 7 points in each area as determined by a qualified judge.	
	Construct a window display that would receive a rating of 80 or better using the DECA rating sheet.	
	PERSONAL BUDGETING	
5 hours	List several reasons for preparing a budget.	Assign readings on budgeting.
	List the major items that are commonly budgeted for.	Have students keep track of all their expenditures for a week.
	List resources, possessions, savings, and income.	Have students list their fixed costs, living costs, and explain why an emergency fund is a good idea.
	Define fixed expenses and list	

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	those that apply to them.	Prepare individual budgets and compare.
	Describe the value of a checking account and a savings account when maintaining a budget.	
	List short term and long term monetary goals.	
	Prepare a budget that is suitable for their own use.	
	BUYING FOR A PROPER MARGIN	
5 hours	Calculate initial and maintained markup on retail price.	Assign readings on buying for a proper margin.
	Calculate margin requirements of a business.	Bring ads: Have students classify the ads in terms of one price, no price.
	Calculate markdowns and identify their causes.	Discuss pricing--students bring items to school and place prices on each item.
	Determine price lines and prices for lines of merchandise.	School store--analyze prize and turnover.
	List factors which determine the price of merchandise.	Practice on blackboard computation of margins.
	Identify pricing policies. -pricing in reverse -odd number pricing -leader pricing -loss leader pricing	Prepare a Profit and Loss statement and analyze ratios.
	Comprehend the relationship of price to sales volume, stock turnover, margin and profit.	Debate using tow teams, "Price Policies Followed by Discounters".
	Define breakeven point.	SBA Publications.
	Read and analyze a Profit and Loss statement.	Field trip and compare selling prices on same items at different stores.
	Discuss the affects price structure can have on the business.	Prepare saleschecks and practice multiplication.
		Guest speaker from a local business.

DISTRIBUTIVE EDUCATION III

Course Description

This unit is primarily directed towards laying the groundwork for operating practices. It deals with principles that control the behavior of successful retail personnel. Emphasis is placed on skill building activities in the areas of inventory control, salesmanship and display.

Course Objectives

1. Describe several methods used for collecting marketing research data and list advantages and disadvantages for each method.

2. Differentiate between the various types of both external and internal sales promotional media.

3. Construct a merchandise plan, set up realistic sales goals and determine how much merchandise to order for a six month period.

4. Identify the two types of stock control systems, and compare their advantages and disadvantages.

5. Differentiate between the characteristics of a physical inventory and those of a perpetual.

6. Identify the terms "marketing", "distribution", and the "distribution system".

7. Identify factors influencing change in marketing practices such as population growth, income, mobility, living habits, etc.

8. Demonstrate the ability to perform sales functions effectively.

9. Identify buying motives and sales psychology in human relations situations and in self-understanding.

10. Demonstrate a knowledge of good human relations by his behavior in school and on the job.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester or 18 weeks for 90 class periods

North Dakota Secondary Course Code

04010 - III

CAREER SELECTION

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
5 hours	Define a career. List career opportunities in distribution. Identify various routes available for students who wish to seek additional education and training. Identify and acknowledge the reasons for both additional training and education in order for them to be successfully employed in the field of their career objective. After research and analysis, relate their present qualifications to the requirements of their chosen career and to establish their route to their goal based on self analysis, job analysis, and current situation analysis. Obtain a job which holds potential for contributing to their long range objectives. Accept responsibility for making occupational choices and moving towards goals.	Assign readings in career selection. Discuss with students, what they wanted to be when they were young--How many times have they changed their minds? Have students do a self analysis of abilities and interests as they relate to their career objectives. Have students talk to their guidance counselor about future plans. Have students do a job analysis on different jobs in which they are interested. Do some individual counseling. Have a personnel manager explain the importance of school activities when evaluating applicants. Have students interview people working in career areas in which they are interested. Examine the Dictionary of Occupational Titles to gain more information on careers of interest. Use services of the U. S. Employment Office to help students with their career planning. Arrange for students to work on the job of their choosing for a day. Have students examine and become familiar with the following materials: Kuder

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
		Manual, Career Kit, Chronicle Career File, Science Associates Research File, Dictionary of Occupational Titles, Occupational Outlook Handbook, and the magazine, Who's Hiring Who. Have students prepare a personal resume.
	MARKETING AND DISTRIBUTION	
5 hours	Identify the terms "marketing", "distribution", and "the distributive system". Analysis production planning and the strategy involved in supplying merchandise to the consumer. Identify the role the consumer plays in marketing. Identify the basic approaches in the study of marketing. Identify major sources of information on data and factual figures on any phase of marketing. Diagram the different channels of distribution. List the seven elements of marketing Give a definition of marketing. Identify the industrial market activities that are used in providing goods and services for the consumer. Given a product or service, identify the marketing function. Define any marketing terms that are incidental to the instruction. Discuss how marketing adds value to	Assign readings on marketing and distribution. Give examples of the difference in markets patronized by the various kinds of merchants. Conduct consumer surveys on products that are produced in your local community. Investigate teenage market. Trace products back through channels of distribution to manufacturer. Discuss how each function may be a venture in free enterprise. -buying -selling -transportation -storage -standardization -market finance -market risk -market information Study sources of market information which include reports of government agencies trade papers, commodity exchanges. Construct bulletin board.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	goods and services even though the form of goods may not change.	Analyze case problems.
	Distinguish between industrial and consumer goods.	SBA Publications, Films.
	Identify factors influencing change in marketing practices such as population growth, income, mobility, living habits, etc.	
	MARKETING RESEARCH -	
15 hours	Give a written definition of marketing research.	Assign readings on marketing research.
	Describe in writing the 3 types of marketing research.	Invite a speaker from a local marketing business or a business man who belongs to a local marketing and sales club.
	List several uses for marketing research.	
	Describe, locate, and use both primary and secondary sources for marketing research.	Have students summarize magazine articles on marketing research.
	Describe several methods used for collecting marketing research data and list advantages and disadvantages for each method.	Have students review research projects done by previous students.
	Prepare an economical and effective sample to be used in conducting a marketing research project.	Brainstorm the class as to possible DECA marketing research projects.
	Prepare a useable marketing research questionnaire. To be useable the questionnaire should be free of bias, arranged in a logical sequence, solicit factual answers, and qualify respondents immediately.	Contact local businessmen for possible research projects.
	List the 4 steps in drawing up a marketing research plan.	Give the class a typical research topic and divide them into 2 groups. Have one group find all the primary sources and the second group all the secondary sources that are available for that topic.
	Conduct a marketing research project and prepare a written report following DECA guidelines.	Have each student prepare sample questions.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
		Have the students do a research project or participate in a creative marketing project.
	ADVERTISING	
15 hours	Define advertising in writing.	Assign readings on advertising and the individual medias.
	List the goals and purposes of advertising.	Discuss advertising expenditures and their effect on the economy.
	Describe the effects of advertising on the economy.	Have students bring to class advertisements with different types of appeals.
	List the types of advertising and explain the primary goal of each.	Invite guest speakers from advertising agencies, large stores, or the medias.
	List in writing the different media that are available to advertisers.	Provide the students with a fact sheet on a product and have them write suitable advertising copy.
	Outline the history of advertising in writing.	Have students sell advertising space for the school paper.
	State several reasons for using marketing research before deciding on a particular type of advertisement or media.	Have students bring to class and evaluate advertisements from the different medias.
	List the factors a retailer must consider when deciding what, how much, and when to advertise.	Have students layout quarter, half and full page advertisements on layout sheets.
	Complete with 75% accuracy an objective test on the characteristics, advantages, and disadvantages of the different media.	Have students prepare advertisements for the school paper.
	Describe duties of the different advertising specialists.	Have students prepare and present a radio advertisement and record and play back for analysis.
	List the elements of a newspaper advertisement.	Have students prepare an advertisement suitable for TV. Video tape and play back for
	Correct advertising layouts that have been improperly prepared.	
	Write useable advertising copy for the different medias.	

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Prepare layouts suitable for newspaper publication using good headlines, subheads, copy, and correct arrangement of the other elements.	analysis.
	Prepare advertisements that would be useable for all of the media.	As a class project prepare a promotional campaign for a new product or store.
	Explain in writing the different processes used to produce illustrations.	Have students report on magazine articles concerned with advertising.
	Develop a suitable mailing list for a direct mail campaign.	Show films and slides.
	Given the characteristics of a particular business, select the media or combination of medias that will best serve its needs.	
	Establish advertising schedules and prepare budgets given the necessary information.	
	SALES PROMOTION	
10 hours	Identify the basic types of sales promotion.	Assign readings on sales promotion.
	Differentiate between the various types of both external and internal sales promotional media.	Have students discuss the various definitions of sales promotion.
	Describe the factors involved in coordinating sales promotion activities.	Bring samples of each media to class. Discuss merits of each.
	Describe the scope of sales promotion its activities, objectives and techniques.	Have each student select an item of merchandise and plan the sales promotion.
	Define the meaning of "sales promotion policies" and name the types.	Secure a sample of a sales promotional plan from a local merchant.
	List the various sales promotion media and explain their characteristics, advantages and disadvantages.	Collect samples of publicity used as a public relations tool.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Identify the steps usually followed in sales promotion planning.	Bring to class samples of publicity, news stories, and corporate tools that build good public relations.
	Outline a sales promotion campaign.	Use simulated cases.
	Prepare titles of seasonal, annual, and special events, such as Thanksgiving week and Birthday sales.	SBA Publications, Films.
	Compare personal selling and advertising and why they should be coordinated.	Plan a DECA fund raising project.
	List three local merchants and the advertising media used by each.	
	CREATIVE SALESMANSHIP	
10 hours	Given a product of own choosing and a specific marketing mix, select and justify a channel of distribution.	Have students list the types of products that are sold by outside salesmen.
	Given a description of a selling environment, identify the type of salesman needed to perform in this environment.	Assign readings on creative salesmanship.
	Given a product and an estimate of the market demand, develop a selling strategy which includes the channels of distribution and the types of salesman needed.	Have a salesman speak to the class about his job.
	In a sales presentation use a suitable greeting, determine customer needs, present appropriate forms of suggestion selling.	Trace channels of distribution for several products.
	List differences in a sales presentation given to an industrial buyer from that which is normally given a consumer.	Video tape sales presentation hypothetically given to an industrial buyer.
	List the special ways of selling and describe what products are particularly suitable for each.	Discuss the factors that need to be considered when developing a prospect list.
	Given a product, develop a good prospect list.	Ask the students about the products that are normally brought to their homes by salesmen.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Develop a meaningful sales performance analysis.	
	Develop an equitable compensation plan for a sales force.	
	FASHION MERCHANDISING	
5 hours	Define in writing style, fashion, and fad.	Assign readings on fashion merchandising.
	List the major fashion centers and their individual contributions to the fashion industry.	Debate topic--we would be better off without fashion.
	Describe the effects that fashion has on our American way of life.	Discuss current and past fashions that are known by the students.
	Describe recent changes of attitude toward fashion by both men and women.	Use a guest speaker from a high fashion store.
	Outline the stages of the fashion cycle.	Poll students to determine current fads.
	Describe the changes that have taken place in the retailing of fashion apparel.	Outline on the board the fashion cycle for a recent fashion.
	List several special buying considerations a fashion buyer would have that a buyer of staple goods would not.	Invite a fashion coordinator to preview upcoming styles.
		Discuss the idea of planned obsolescence.
	STOCK CONTROL	
5 hours	Identify the two types of stock control systems, distinguish between their advantages and disadvantages.	Assign readings on stock control.
	Differentiate between the characteristics of a physical inventory and those of a perpetual.	Show samples of unit control records. Give illustrations of the type of businesses which may use this method of control.
	Compare the purposes, characteristics and importance of merchandise control records.	Explain procedures for taking physical inventory. List

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Demonstrate techniques commonly used in effective merchandise control.	precautions to be taken to prevent errors.
	Define factors influencing stock turnover.	Develop an inventory package for students taking a physical inventory, using forms, floor layouts, and recording by age classification.
	Identify the information that can be obtained from the stock control records.	Explain and illustrate how inventory time is determined by the kind of business.
	List ways a retailer can increase stock turnover.	Emphasize that store policy governs methods used on merchandise control. Explain how ticket stubs are used by unit control clerk.
	Calculate planned purchases using a dollar control system.	
	Identify procedures for taking physical inventory.	Explain how inventory shortages and overages occur.
		Show place of inventory in profit and loss statement.
		Explain the kind of information to record on want slips. Provide sample want slip and have students complete.
	BUYING AND PRICING	
5 hours	List duties and qualification of a retail buyer.	Assign readings on buying and pricing.
	Identify correct sources for a merchandise plan.	Prepare a merchandise plan for school store.
	Identify basic components of a basic stock list.	Buzz session: Divide the class into product interest groups. -determine price techniques -turnover schedule -packaging -model stock -suggestive selling items
	Differentiate between hand-to-mouth buying and the 90 day open-to-buy process.	
	Identify procedures used in determining what to buy, when to buy, and where to buy.	Use resource speaker, films.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Construct a merchandise plan, set up realistic sales goals and determine how much merchandise to order for a six month period. List information that is commonly contained on a purchase order. Identify merchandising techniques for fashion lines. Given a new product and its characteristics, indicate how the buyer should determine its worth. Given a product or service, identify the factors considered by the buyer in determining its retail price. Identify pricing techniques that would result in the largest volume of sales for each article. Compare the characteristics, advantages and disadvantages of the various buying methods including: -individual buying -group buying -central buying	Analyze case problems. Use simulated problems. Obtain sample forms, make transparencies, make calculations. Use materials from SBA. Demonstrate data processing stock control. Assign research project. Determine which brands are best sellers.
	JOB DESCRIPTION	
3 hours	Define a job. List the elements of a job analysis. Describe uses and reasons for job analysis. Complete a thorough analysis of their present job. Can define, use, and describe the information contained in the Dictionary of Occupational Titles.	Assign readings on job analysis and description. Practice working with the Dictionary of Occupational Titles. Have speaker from employment service explain the usage of job description. Have students write a job description for the job they hold. If they are not working have them complete a description for a job they have at home.

DISTRIBUTIVE EDUCATION IV

Course Description

This unit attempts to develop some of the fundamentals of opening a new business. The retail worker needs to understand the importance of pricing as it relates to the store image and ultimately to the success or failure of the business. Empahsis is placed on skill building activities in the areas of budgeting, ratios and communications.

Course Objectives

1. Identify the characteristics and purposes of the different credit and collection policies used by retailers.
2. List several reasons why it is important for an individual to maintain a good credit rating.
3. Prepare personal tax return without error.
4. Comprehend and analyze an Income Statement, Balance Sheet and Operating Ratios.
5. Identify basic qualities of successful management.
6. Discuss examples of business risks and ways of reducing or eliminating them.
7. Identify factors that affect store layout, location and image.
8. Comprehend the relationship between the maintenance and proper interpretation of business records and financial success.
9. List characteristics of different types of ownership.

10. Discuss and list basic retail policies.

11. Develop in writing job analyses to evaluate one's own qualifications in relation to these analyses.

Course Credit

One-half

Course Location

11 - 12

Course Length

One semester or 18 weeks for 90 class periods

North Dakota Secondary Course Code

04010 - IV

BUDGETING AND RATIOS

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
10 hours	Comprehend and analyze an Income Statement and Balance Sheet, including operating ratios. Interpreting a Profit and Loss Statement. Differentiate between working capital and initial capital. Discuss examples of business risks and ways of reducing or eliminating them. Identify basic qualities of successful management. Calculate a break-even point chart. Discuss advantages and limitations. Compare the use of decimals, mixed numbers and ratios to distribution.	Assign readings on budgeting and ratios. Assemble 3 or 4 annual financial reports of corporations and analyze. Resource speaker: Local accountant to speak on relationship of accounting and control to successful business management. SBA pamphlets. SBA films. Drill problems in retail record keeping. (a) Stock turnover (b) P and L statement (c) Balance sheet (d) Stock controls (e) Expense controls

CREDIT AND COLLECTIONS

10 hours	Define credit. Impact and role that credit has in our economy. List several reasons for the increased use of credit by consumers. List the advantages and disadvantages of offering credit to customers. Identify the correct credit plan when given a set of characteristics. Describe the different methods used by retailers to handle credit accounts and bill their customers. List the three main factors that are considered when granting credit.	Assign readings on credit. Survey local stores to determine if they offer credit and if so what plan. Discuss what would happen if all credit were abolished tomorrow. Secure copies of credit application forms used by local stores; discuss the types of information they are asking for. Visit a local credit bureau or the credit department of a large store. Discuss credit information the credit bureau has compiled on the instructor.

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Describe the methods used to establish credit limits. List several sources of credit information that can be used to evaluate applicants. Define the roles of a credit bureau and describe how it functions. Identify the characteristics and purposes of the different credit and collection policies used by retailers. List in order the series of steps that are commonly taken to collect overdue accounts. List several reasons why it is important for an individual to maintain a good credit rating.	Discuss the effects that credit may have on a store's prices. Have students summarize magazine articles on credit. Show films and slides on credit. Have a credit manager talk to the class on teenage credit.
	SETTING UP A BUSINESS	
20 hours	Evaluate a store location, including the ability to make a traffic count. Discuss the advantages of the different sources of capital, savings, loans, credit, and profit. Comprehend the success and failure factors for a small business. Comprehend the relationship between the maintenance and proper interpretation of business records and financial success. List advantages and disadvantages: 1. Buying a business. 2. Starting your own business. Comprehend the purpose and value of financial records.	Assign readings on setting up a business. Project: Set up your own business. 1. Name of store. 2. Location in community. 3. Layout and floor plan. 4. Customer services. 5. Store policies. 6. Formal organization. 7. Identification of product. a. Brand b. Price c. Variety d. Price lines e. Model stock 8. Submit budgets. a. Profit and Loss b. Sales c. Expenses d. Balance sheet e. Advertising f. Credit

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
	Discuss and list basic retail policies.	9. Job descriptions. 10. Grand opening ad.
	Determine the affect of the different types of store policies on the store image.	SBA films and publications.
	List factors to consider when choosing a location.	Guest speakers.
	List characteristics of different types of ownership.	Simulated case problems.

INDIVIDUAL INCOME TAX

10 hours	Describe the steps necessary to obtain a social security card and list the reasons for having one.	Assign selected readings.
	Outline the history of individual income tax in the United States.	Prepare a bulletin board depicting the various taxes we pay.
	Define what is meant by a voluntary compliance tax system.	Have students practice using the tax tables.
	List several areas on which the largest portion of the tax dollar is spent.	Practice filling out form 1040 by doing problems that are found in the teaching taxes workbook.
	Define the role of the Internal Revenue Service.	Use crossword puzzle on tax terms.
	Correctly determine who must file a tax return.	Have students complete their own tax form.
	Determine the correct amount of tax that is to be paid using the tax tables.	Assign magazine articles on taxes to be summarized and reported on by students.
	Correctly complete form 1040 given sample situations.	Discuss careers in taxes.
	Prepare their own tax return without error.	

BUILDING, EQUIPMENT AND LAYOUT

TIME	BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	LEARNING ACTIVITIES
10 hours	List five characteristics that are important when selecting a building. Identify: (a) Factors that affect store layout (b) Equipment need for different types of stores. (c) Ways buildings, equipment and layout affect the image of the store Evaluate a store layout and make recommendations if they are needed. Draw a floor plan of a store, label each department by merchandise line. Contrast the effect of different locations on a store's image: (a) Highway (b) Shopping center (c) Downtown (d) Secondary shopping district (e) Neighborhood (f) String street (g) 100% location	Assign readings on building, equipment, and layout. School store layout: Assign student to redesign the lay-out in order to make better use of the area. Have students prepare a sketch of a local department store. Discuss similarities and differences and draw out from class the reasons for this. SBA pamphlets. Simulated case problems. Guest speakers, films. View slides on display from state office.

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